



Winter Issue

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BULLETIN

VOLUME 45 NUMBER 4

The Lost Criticism

The Foreign Student in the United States

Editorial Infallibility

College Faculty Members View Their Jobs

Instructional Salaries for 1959-60: A Preliminary Report

Recent Developments in Retirement Planning

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Winter Issue

VOLUME 45 NUMBER 4 DECEMBER 1959

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Instructional Salaries in 39 Selected Colleges and Universities for the Academic Year 1959-60

A Preliminary Report

*By the Committee on the Economic Status of the Profession of the
American Association of University Professors*

This preliminary report constitutes the first section of the sixth study in the series¹ on instructional salaries in selected colleges and universities which was authorized by the Council of the Association in March, 1948. As in the past, it consists essentially of statistical tables summarizing, group by group, salary conditions in the present academic year in 39 selected institutions, together with a few comparisons with the last report year, 1957-58, and with 1939-40. It is published now, in advance of the complete report, in order to make information on current salary conditions available for early study and use by members and chapters of the Association, and by the administrative officers of the cooperating institutions and of colleges and universities generally. A second section, completing this report, will contain further comparative data spanning the period of the war and postwar inflation. It is expected that this section will be completed in time for publication in the Spring issue of the *Bulletin*.

The questionnaires for this study were sent out early in September by the Central Office of the Association to the same 41 institutions that have been invited to cooperate since the first report in this series. These institutions were selected originally, with some consideration for regional representation, from those which the committee had reason to believe followed good practice with respect to instructional salaries and related matters; with very few changes,² the same institutions have continued to

¹ The six previous reports in this series were published in the *Bulletin* of the Association as follows: for the academic year 1948-49, Vol. 34, No. 4, pp. 778-797; for 1949-50, Vol. 35, No. 4, pp. 719-747; for 1951-52, Vol. 37, No. 4, pp. 768-804; for 1953-54, Vol. 39, No. 4, pp. 632-681; for 1955-56, Vol. 41, No. 4, pp. 797-811 and Vol. 42, No. 1, pp. 5-40; and for 1957-58, Vol. 43, No. 4, pp. 655-667 and Vol. 44, No. 1A, pp. 237-269.

² Forty-four institutions were originally selected for these studies. Three were dropped by the Committee, on salary grounds, after the first report.

participate in these biennial surveys. In 1953, thirty-five of these selected institutions supplied consonant data for the year 1939-40. Thanks to this steady cooperation of the same institutions through successive report years, we can measure with considerable precision the adjustments that have been made in salary matters over these two decades of profound economic change. But it must be emphasized that this continuing sample came from certain strata of colleges and universities, and that it was not, and is not now, designed to be representative of institutions of higher education in general. (See pp. 491-492.)

I. PRIVATELY CONTROLLED: SIX SMALL INSTITUTIONS (UP TO 1200 STUDENTS) IN NEW ENGLAND AND MIDDLE ATLANTIC

	<i>Professors</i>	<i>Associate Professors</i>	<i>Assistant Professors</i>	<i>Instructors</i>			
<i>Instructional Salaries (9-10 month basis)</i>							
Range of:							
Minima	\$ 8,800-10,200	\$7000- 8,200	\$5500-6500	\$4800-5500			
Maxima	13,000-16,200	8500-10,700	7000-8500	5500-6400			
Means	10,757-12,248	7560- 9,215	6211-7257	5122-5750			
Medians	10,500-12,500	7500- 9,200	6100-7300	5000-5750			
Mean of:							
Minima	\$ 9,833	\$7617	\$5950	\$5083			
Maxima	14,533	9350	7517	5867			
Means							
1957-58	9,507	7278	5845	4712			
1959-60	11,484	8308	6565	5535			
Medians	11,429	8208	6583	5425			
Median of:							
Minima	\$10,000	\$7550	\$6000	\$5000			
Maxima	14,500	9200	7400	5900			
Means	11,550	8388	6541	5465			
Medians							
1957-58	9,450	7138	5700	4750			
1959-60	11,515	8375	6500	5450			
<i>Proportions of Total Full-Time Faculty, %</i>							
Minimum	28.7	7.3	24.8	3.8			
Maximum	40.6	30.2	37.9	18.8			
Mean	34.6	18.5	32.8	14.1			
Median	35.3	16.6	34.2	14.7			
<i>Contribution by Institution to Retirement Annuities as Percentage of Salaries Cited Above:</i>							
Range	5.9-16.4	6.3-16.8	6.7-17.6	3.0-17.9			
<i>Average Number of Students for Each Full-Time Faculty Member</i>			<i>Average Amount per Student Spent for All Instructional Salaries</i>				
	1939-40 ¹	1957-58	1959-60				
Minimum	10.6	6.5	6.2	Minimum	\$365	\$ 731	\$ 731
Maximum	14.8	11.3	11.7	Maximum	428	1359	1585
Mean	11.8	9.1	9.0	Mean	400	949	1096
Median	10.9	8.9	8.9	Median	403	904	1090

¹ Four institutions.

Continued aid by the institutions' officers is appreciated.³

II. PRIVATELY CONTROLLED: FIVE MEDIUM-SIZED INSTITUTIONS (1200-4000 STUDENTS) IN NEW ENGLAND AND MIDDLE ATLANTIC

	Professors	Associate Professors	Assistant Professors	Instructors
<i>Instructional Salaries (9-10 month basis)</i>				
Range of:				
Minima	\$ 7,300-11,000	\$5800- 8,000	\$5350-6300	\$4500-5100
Maxima	14,000-20,000	9400-10,750 ¹	7500-8000	6000-7000
Means	10,280-13,801	7676- 9,231	6008-6830	\$051-5563
Medians	10,000-13,625	7750- 9,250	6000-7000	5000-5750
Mean of:				
Minima	\$ 9,060	\$6950	\$5730	\$4820
Maxima	16,150	9920	7760	6400
Means				
1957-58	\$ 9,824	\$7342	\$5862	\$4696
1959-60	11,633	8309	6604	5349
Medians	11,405	8280	6630	5350
Median of:				
Minima	\$ 9,000	\$7200	\$5500	\$5000
Maxima	14,750	9750	7800	6500
Means	10,652	8300	6782	5397
Medians				
1957-58	9,300	7000	6000	4800
1959-60	10,200	8000	6750	5500
<i>Proportions of Total Full-Time Faculty, %</i>				
Minimum	31.5	7.2	22.2	2.5
Maximum	49.8	26.6	31.9	23.1
Mean	39.0	19.1	26.1	15.8
Median	34.7	20.5	25.6	17.4
<i>Contribution by Institution to Retirement Annuities as Percentage of Salaries Cited Above:</i>				
Range	7.4-17.6	8.0-18.0	3.0-18.3	3.0-18.4
<i>Average Number of Students for Each Full-Time Faculty Member</i>		<i>Average Amount per Student Spent for All Instructional Salaries</i>		
	1939-40	1957-58	1959-60	
Minimum	10.3	8.6	7.2	Minimum \$211
Maximum	14.4	16.9	16.8	Maximum 415
Mean	12.6	12.4	12.9	Mean 339
Median	13.1	12.0	14.5	Median 379
				1957-58 \$468
				1959-60 \$ 501
				1194
				748
				822
				800

¹ One appointment in another institution at a higher figure.

³ Thirty-nine of the 41 selected institutions responded at this very busy season of the academic year in time for inclusion in this report. They are as follows: Amherst College, Bowdoin College, Brown University, Bryn Mawr College, California Institute of Technology, University of California, Carleton College, Columbia University, Cornell University (Endowed Colleges), Dartmouth College, Duke University, Emory University, Harvard University (Arts and Sciences), Haverford College, University of Illinois, The Johns Hopkins University, Massachusetts Institute of Technology, University of Michigan, Mills College, University of Minnesota, Northwestern University, Oberlin College, University of Pennsylvania, Pomona College, Princeton University, Reed College, Rice Institute, University of Rochester, Stanford University, Swarthmore College, Vanderbilt University, Vassar College, Wabash College, Washington University, Wellesley College, Wesleyan University, Williams College, University of Wisconsin, Yale University (Arts and Sciences). Two institutions very courteously expressed regret that because of special local circumstances they were unable to respond this year.

III. PRIVATELY CONTROLLED: FIVE LARGE INSTITUTIONS IN NEW ENGLAND AND MIDDLE ATLANTIC

	<i>Professors</i>	<i>Associate Professors</i>	<i>Assistant Professors</i>	<i>Instructors</i>
<i>Instructional Salaries (9-10 month basis)</i>				
Range of:				
Minima	\$ 8,000 ¹ -12,000	\$ 6,500 ² - 8,500	\$5000-7000	\$4000-6000
Maxima	18,000-20,000	10,500-13,066	7500-9300	6000-6500 ³
Means	11,154-15,885	8,217-10,013	6165-7734	4874-6047
Medians	10,500-16,000	8,000-10,000	6000-7600	4837-6000
Mean of:				
Minima	\$ 9,850	\$ 7,200	\$5880	\$4800
Maxima	19,600	11,613	8400	6180
Means				
1957-58	11,387	7,864	6033	4674
1959-60	12,990	8,767	6816	5330
Medians	12,700	8,685	6650	5247
Median of:				
Minima	\$10,000	\$ 6,500	\$5500	\$5000
Maxima	20,000	11,000	8200	6000
Means	12,369	8,433	6754	5215
Medians				
1957-58	10,500	7,500	6000	4500
1959-60	12,000	8,250	6500	5000
<i>Proportions of Total Full-Time Faculty, %</i>				
Minimum	27.5	9.5	19.1	12.6
Maximum	49.7	25.3	26.7	24.0
Mean	39.5	19.6	22.5	18.4
Median	39.0	21.0	21.0	21.1
<i>Contribution by Institution to Retirement Annuities as Percentage of Salaries Cited Above:</i>				
Range	8.3-13.7	8.7-14.2	9.0-14.5	3.0-14.7
<i>Average Number of Students for Each Full-Time Faculty Member</i>		<i>Average Amount per Student Spent for All Instructional Salaries</i>		
	1939-40 ⁴	1957-58	1959-60	
Minimum	11.9	11.3	11.5	Minimum \$371
Maximum	15.3	18.7	17.2	Maximum 460
Mean	14.0	15.7	14.4	Mean 414
Median	14.7	15.9	14.5	Median 412
				1957-58 \$602
				1959-60 \$715
				1002
				871
				893

¹ Two appointments at lower figures in one institution.² One appointment at a lower figure.³ One appointment at a higher figure.⁴ Three institutions.⁵ Four institutions.

The schedules of the questionnaire used in the collection of the basic data are, in summary, as follows:

1. The number of full-time students and equivalents enrolled in October of 1957 and 1959, and the total amounts spent in the academic year 1957-58, and expected to be spent in the current academic year 1959-60, on instructional salaries, including the salaries of part-time instructors and assistants and payments to pension and insurance funds; but excluding, as in all schedules, salaries in medical and dental colleges, summer school, and extension divisions and, as far as possible, salaries

or the parts of salaries which are for administration (except administration in departments of instruction), research, public relations, or other nonteaching functions. Information on annuity plans was also sought under this schedule.

2. The distribution, by interval table arranged in \$250 classes, of all full-time salaries actually paid in each rank, distinguishing 9-10 and 11-12 month appointments and stating the precise amounts for the minimum, maximum, mean, and median salaries. The salaries reported in this schedule and summarized in Tables I-IX are base salaries. They do not include so-called "fringe benefits."

3. (Optional) The number, and full-time equivalents, of part-time instructional staff in each of the various academic ranks.

II

The returns from this continuing sample of colleges and universities again show impressive gains in the dollar levels of instructional salaries during the biennium. The momentum of the preceding biennium has been well sustained. We can again report that the administrations of our selected institutions—supported by a public opinion that has now been much more widely alerted to the gravity of this national problem—have made really significant progress in their efforts to raise instructional salaries to the competitive levels required to recruit and retain competent professional staffs. Comparisons of the mean of means and the median of medians shown for 1957-58 and 1959-60 in Tables I-IX indicate gains up to 20 per cent and more. Moreover, the larger gains are in the upper ranks where, because of grave lags to which we have often drawn attention in this series of reports, they were most needed to restore a sound salary structure. The index grades shown in parentheses in Table X would seem to indicate that salaries in the upper ranks in most of the groups are still disproportionately low. There is, perhaps, a certain "inevitability of gradualness" in matters like these where awareness and response must be sharpened to the point of action. But if the rate of development of this and the immediately preceding biennium can be maintained, the goal of doubling faculty salaries within the next five to ten years, set in 1957 by the President's Committee on Education Beyond the High School, will be achieved.

The "if" in the preceding sentence is a key word, however. And the goal itself may need to be redefined if the inflationary⁴ and the income

⁴ Over the past biennium, from September, 1957 to September, 1959, the Consumer Price Index prepared by the Bureau of Labor Statistics advanced 3.4 per cent. Reduced to 1939-40 base, it stood in September, 1959 at 209.9. The new dollar values of instructional salaries must be read against this background of the diminishing value of the dollar.

trends in our economy continue to operate. The American Council on Education has sounded a timely warning against complacency in these matters in a resolution passed at its Annual Meeting on October 9, 1959. It is worth quoting in full, with the explanatory "whereases."

WHEREAS recent academic salary increases should not blind us to the fact that salaries are still far too low, in the face of competing opportunities, to attract and hold first-rate faculty members, and

WHEREAS the national level of personal income continues to move upward because of inflation and because of an increasing standard of living, and

WHEREAS faculty salaries must not only catch up but must also keep up,

THEREFORE BE IT RESOLVED by the American Council on Education that the effort to provide proper salary levels must be continuous to attract and hold first-rate college teachers.

IV. PRIVATELY CONTROLLED: THREE WOMEN'S COLLEGES IN NEW ENGLAND AND MIDDLE ATLANTIC

	<i>Professors</i>	<i>Associate Professors</i>	<i>Assistant Professors</i>	<i>Instructors</i>			
<i>Instructional Salaries (9-10 month basis)</i>							
Range of:							
Means	\$9,589-11,279	\$6997-8464	\$5982-6896	\$4945-5654			
Medians	9,000-12,000	7000-8600	5750-6800	5000-6000			
Mean of:							
Minima	\$ 8,833	\$7133	\$5633	\$4100			
Maxima	12,333	8500	6900	5733			
Means							
1957-58	8,981	6827	5635	4450			
1959-60	10,391	7785	6391	5197			
Medians							
1957-58	8,747	6767	5800	4500			
1959-60	10,333	7833	6317	5400			
Median of:							
Minima	\$ 9,000	\$7200	\$5600	\$4000			
Maxima	13,000	8500	6700	5500			
Means	11,279	7895	6294	4993			
Medians	10,000	7900	6400	5200			
<i>Proportions of Total Full-Time Faculty, %</i>							
Minimum	31.0	19.7	18.3	13.9			
Maximum	39.3	25.3	22.2	31.0			
Mean	33.8	22.0	20.7	23.5			
Median	31.1	21.1	21.5	25.6			
<i>Contribution by Institution to Retirement Annuities as Percentage of Salaries Cited Above:</i>							
Range	9.9-14.8	9.5-15.2	8.6-15.5	3.0-16.0			
<i>Average Number of Students for Each Full-Time Faculty Member</i>		<i>Average Amount per Student Spent for All Instructional Salaries</i>					
	<i>1939-40¹</i>	<i>1957-58</i>	<i>1959-60</i>	<i>1939-40¹</i>	<i>1957-58</i>	<i>1959-60</i>	
Mean	9.5	9.6	9.1	Mean	\$460	\$793	\$945
Median	9.5	9.2	9.4	Median	460	860	978

¹ Two institutions reporting.

III

The basic data reported in the returns have been prepared in the same manner as those for the earlier studies in this series. The institutions are classified by size in proximate regions, or by type, into fairly homogeneous groups. No institution appears in more than one table. The data are arranged to give, on one page, the maximum amount of information on the main elements or measurements relevant to salary conditions in the group without violating the pledge which the Committee has given not to identify the contributing institutions directly with their respective values.

These data, with perhaps two exceptions in the case of the larger institutions—unit costs of instruction and faculty-student ratio—have,

V. PRIVATELY CONTROLLED: FIVE SMALL INSTITUTIONS (UP TO 1200 STUDENTS) IN NORTH CENTRAL AND PACIFIC

	Professors	Associate Professors	Assistant Professors	Instructors
<i>Instructional Salaries (9-10 month basis)</i>				
Range of:				
Minima	\$ 7,000- 9,000	\$6000-7200	\$5200-6000	\$4400-5000
Maxima	10,175-13,000	7250-9500	5825-7500	5075-6500
Means	8,534-10,455	6502-7857	5455-6391	4725-5617
Medians	8,388-11,000	6350-7700	5325-6300	4700-5800
Mean of:				
Minima	\$ 8,090	\$6655	\$5511	\$4710
Maxima	11,635	8304	6657	5637
Means				
1957-58	7,859	6272	5252	4460
1959-60	9,601	7271	5961	5106
Medians	9,628	7210	5885	5125
Median of:				
Minima	\$ 8,500	\$7000	\$5455	\$4800
Maxima	12,000	8268	6500	5512
Means	9,806	7400	5924	5158
Medians				
1957-58	7,700	6000	5150	4400
1959-60	9,500	7300	6000	5000
<i>Proportions of Total Full-Time Faculty, %</i>				
Minimum	21.6	21.4	20.5	11.3
Maximum	34.1	34.1	33.3	23.5
Mean	27.4	26.8	27.3	18.5
Median	25.3	26.6	27.5	19.4
<i>Contribution by Institution to Retirement Annuities as Percentage of Salaries Cited Above:</i>				
Range	6.1-13.7	6.5-14.0	6.9-14.4	3.0-14.2
<i>Average Number of Students for Each Full-Time Faculty Member</i>			<i>Average Amount per Student Spent for All Instructional Salaries</i>	
	1939-40	1957-58	1959-60	
Minimum	11.5	10.0	9.4	Minimum \$158
Maximum	18.4	12.6	13.0	Maximum 317
Mean	14.5	11.1	11.2	Mean 244
Median	13.9	11.1	11.2	Median 241
				1957-58 \$517
				1959-60 \$631
				317 682 837
				244 601 719
				241 611 722

we believe, a high degree of precision and reliability. They were collected after the academic year was under way, when enrollment figures had been compiled and salary contracts had been made. Estimates were required for only one item, the total amount to be spent in 1959-60 for all instructional salaries, including the salaries of part-time instructors and assistants, and annuity and insurance payments. These estimates have been checked with the totals of salary and annuity payments reported in Schedules I and II of the questionnaires and with past returns, and they have been adjusted, with allowance for part-time staff reported in Schedule III, in the few cases where errors of inclusion or exclusion were found, in order to render the unit costs of instruction calculated from

VI. PRIVATELY CONTROLLED: FOUR MEDIUM-SIZED AND LARGE INSTITUTIONS IN NORTH CENTRAL AND PACIFIC

	<i>Professors</i>	<i>Associate Professors</i>	<i>Assistant Professors</i>	<i>Instructors</i>
<i>Instructional Salaries (9-10 month basis)</i>				
Range of:				
Minima	\$7,000 ¹ - 8,500	\$5750- 7,500	\$4800-5400	\$4000-4700
Maxima	12,500-20,000	8500-12,500 ²	6900-9300 ²	5400-6700
Means	10,290-12,175	7508- 8,878	6121-6895	5129-5302
Medians	10,100-12,000	7300- 8,933	6150-6745	5050-5300
Mean of:				
Minima	\$ 7,675	\$ 6,725	\$5150	\$4287
Maxima	17,375	10,737	8225	6150
Means				
1957-58	9,633	7182	5660	4524
1959-60	11,263	8255	6612	5218
Medians	10,866	8183	6574	5162
Median of:				
Minima	\$ 7,600	\$ 6,825	\$5200	\$4225
Maxima	18,500	10,975	8350	6250
Means	11,293	8,318	6717	5221
Medians				
1957-58	9,250	7150	5800	4575
1959-60	10,682	8250	6700	5150
<i>Proportions of Total Full-Time Faculty, %</i>				
Minimum	36.6	22.9	20.2	8.4
Maximum	43.8	26.8	26.2	16.6
Mean	39.7	25.4	23.4	11.5
Median	39.2	26.0	23.5	10.5
<i>Contribution by Institution to Retirement Annuities as Percentage of Salaries Cited Above:</i>				
Range	8.2-11.9	6.4-12.1	6.7-13.2	3.0-13.0
<i>Average Number of Students for Each Full-Time Faculty Member</i>			<i>Average Amount per Student Spent for All Instructional Salaries³</i>	
	1939- 40	1957- 58	1959- 60	
Minimum	12.5	10.7	11.3	Minimum \$242
Maximum	19.3	19.6	18.8	Maximum \$630
Mean	16.3	15.2	15.0	Mean 381
Median	16.5	15.2	14.9	Median 292
				691
				769
				771

¹ A single appointment, with another at a lower figure.

² A single appointment at a higher figure.

³ Data for one institution not available on a suitable basis for these years.

them as close approximations as possible. In a few cases, estimates were constructed from the data contained in this and earlier returns. The values shown under "Average Amount per Student Spent for All Instructional Salaries" are calculated from these reports and estimates. In theory, this kind of unit measurement should be a critical one, for it is a comprehensive summary of all factors: salaries, pension provisions, proportions in each rank, and student-faculty ratios. And it should be a useful form of measurement for an institution to apply to its own data. But in a study of this sort, requiring prompt returns from a large variety of institutions, each with its own accounting classifications, the difficulty of drawing out exactly suitable and comparable data makes it prudent to regard these values, particularly for the larger institutions, as rough

VII. PRIVATELY CONTROLLED: FOUR MEDIUM-SIZED AND LARGE INSTITUTIONS IN SOUTH

	<i>Professors</i>	<i>Associate Professors</i>	<i>Assistant Professors</i>	<i>Instructors</i>			
<i>Instructional Salaries (9-10 month basis)</i>							
Range of:							
Minima	\$ 7,200- 9,000	\$5000 ¹ - 7,000	\$4800-5400	\$3800-4500			
Maxima	12,250-19,500	9000-10,400	7250-9200	5700-6000			
Means	8,734-11,705	7148- 8,842	5896-7066	4781-5307			
Medians	8,500-11,600	7250- 8,800	6000-7000	4500-5500			
Mean of:							
Minima	\$ 8,125	\$5950	\$5160	\$4025			
Maxima	15,262	9600	8187	5850			
Means							
1957-58	8,948	7035	5732	4449			
1959-60	10,226	7939	6539	5015			
Medians	9,927	7972	6535	4965			
Median of:							
Minima	\$ 8,150	\$6000	\$5100	\$3900			
Maxima	14,650	9500	8150	5850			
Means	10,232	7882	6597	4986			
Medians							
1957-58	8,725	7130	5796	4338			
1959-60	9,805	7920	6870	4930			
<i>Proportions of Total Full-Time Faculty, %</i>							
Minimum	31.1	25.6	20.7	7.2			
Maximum	34.2	31.4	30.0	17.6			
Mean	32.2	28.3	26.3	13.2			
Median	31.7	28.1	27.2	14.0			
<i>Contribution by Institution to Retirement Annuities as Percentage of Salaries Cited Above:</i>							
Range	5.6-8.6	6.5-9.2	2.7-9.7	3.0-9.4			
<i>Average Number of Students for Each Full-Time Faculty Member</i>			<i>Average Amount per Student Spent for All Instructional Salaries</i>				
	<i>1939- 40</i>	<i>1957- 58</i>	<i>1959- 60</i>				
Minimum	14.4	14.7	13.9	Minimum	\$180	\$446	\$488
Maximum	25.2	16.1	16.7	Maximum	364	607	739
Mean	17.8	15.4	14.9	Mean	255	518	609
Median	15.9	15.3	14.5	Median	238	509	605

¹ A single appointment at a lower figure.

approximations. Nevertheless, they illustrate a method of analysis; and the trends shown by these values, despite difficulties of exact conformity to defined inclusions and exclusions, are probably generally valid. In the case of the larger and more complex institutions, faculty-student ratios may be something less than precise, tending to overstate the ratio because of the difficulties of reporting full-time equivalents of part-time students and faculty.

Another significant measurement of salary scales is the average salary of all ranks combined, for it is influenced not only by the salaries paid in each rank but also by the relative proportions of each. A high percentage of the instructional staff in the rank of professors will raise the average for all ranks combined, while a low percentage will pull down the average. These values are shown in Table X as weighted means of each group as a whole.

It is not difficult to understand the meaning of the data presented in these rather detailed tables. In Table I (Six Small Institutions in New England and Middle Atlantic), we read, for example, under the heading "Range of Minima," that the lowest minimum salary for professors in any of the six institutions is \$8800, while the highest minimum salary in any of the six is \$10,200. This indicates that the other four institutions in the group have minimum salaries for this rank at or between these amounts. Farther down in the table, the mean of minima shows that the arithmetic average of the various minima for professors in

VIII. PRIVATELY CONTROLLED: TWO INSTITUTES OF TECHNOLOGY

	<i>Professors</i>	<i>Associate Professors</i>	<i>Assistant Professors</i>	<i>Instructors</i>			
<i>Instructional Salaries (10 and 11-12 month basis combined)</i>							
Mean of:							
Minima	\$ 9,500	\$ 7,500	\$6000	\$4600			
Maxima	20,562	12,950	8650 ¹	6500			
Means							
1957-58	11,506	8,201	6767	5047			
1959-60	13,700	9,379	7334	5488			
Medians							
1957-58	11,000	8,250	6750	4900			
1959-60	13,000	9,250	7250	5500			
<i>Proportions of Total Full-Time Faculty, %</i>							
Mean	40.7	25.2	24.9	9.2			
<i>Contribution by Institution to Retirement Annuities as Percentage of Salaries Cited Above:</i>							
Range	7.7-8.3	8.0-8.7	8.0-9.1	3.0-9.4			
<i>Average Number of Students for Each Full-Time Faculty Member</i>			<i>Average Amount per Student Spent for All Instructional Salaries</i>				
	<i>1939- 40</i>	<i>1957- 58</i>	<i>1959- 60</i>	<i>1939- 40</i>	<i>1957- 58</i>	<i>1959- 60</i>	
Mean	9.2	8.8	8.7	Mean	\$585	\$1248	\$1565

¹ A single appointment above the range represented here.

the six institutions is \$9833. The median of these minima, \$10,000, indicates that in three of the six institutions the lowest salary for a professor is at or above this figure, and that in three it is at or below this amount. The data on maxima are to be interpreted similarly.⁵

Still using Table I as the example, under the heading "Range of Means," the entry for professors is \$10,757-\$12,248. This indicates that the arithmetic mean, or average, of the salaries of the various professors in the institution with the lowest average in the group is \$10,757, while in the institution with the highest average it is \$12,248. Other institutions in this group fall at or between these values. The mean of means, cited farther down in the table, indicates that the average of the various mean values of the six institutions was \$9507 in 1957-58 and is now \$11,484. In computing this mean of means, the value for each institution is given equal weight regardless of the size of the institution or of its staff. (For weighted mean salaries in the current year, see Table X, and for the series, see the second section of this report, to appear in the Spring, 1960 issue of the *Bulletin*.)

Lower in Table I, the median of the means supplies further information with respect to the salaries of professors in these six institutions. It marks the middle value of the group. The mean salary of professors in three of the six institutions is at or above \$11,550, and in three it is at or below that figure. The fact that this middle value is only slightly higher than the mean of means for this group suggests the rather close gradation of mean values within the range cited above. The median measures can be interpreted in much the same way as those of the means.

A few words of explanation of the method used in calculating the contributions made by institutions to retirement annuities may be helpful in interpreting the data shown. For each rank in each institution, the total amount of the institutional contribution to the Teachers Insurance and Annuity Association or other agency and Old Age and Survivors Insurance is computed as a percentage of the minimum and the maximum salary reported for the rank. Since O.A.S.I. contributions are made only on the first \$4800 of salary, and since other contributions vary with rank, age, or other institutional arrangement, the effective over-all rates vary within each rank from institution to institution. Under "Range," in Tables I-IX, the rates reported for each rank are the lowest percentage, and the highest percentage, of salary in any institution in the group. In Table X, however, the amounts shown are the weighted averages of all pension contributions reported by the institution.

⁵ Since the object here is to report fairly typical minimum and maximum values, scattered appointments detached from the main body have been eliminated and due footnote notation has been made in each of the few groups in which they occur. Such cases are included, however, in the calculation of the mean and the median salaries for each rank.

IX. FIVE LARGE STATE UNIVERSITIES IN NORTH CENTRAL AND PACIFIC

	<i>Professors</i>	<i>Associate Professors</i>	<i>Assistant Professors</i>	<i>Instructors</i>
<i>Instructional Salaries (9-10 month basis)</i>				
Range of:				
Minima	\$ 7,000-10,860	\$ 5,310- 8,316	\$4760-6516	\$4500-5496
Maxima	16,570-22,365	10,092-14,600	7536-9800 ²	5916 -7750 ²
Means	10,533-13,314	8,095- 9,108	6668-7012	5458 -5795
Medians	10,510-12,758	8,040- 8,946	6550-7006	5285 -5909
Mean of:				
Minima	\$ 8,560	\$ 6,779	\$5585	\$4759
Maxima	19,287	11,818	8722	7033
Means	11,862	8,603	6944	5643
Medians	11,480	8,484	6835	5559
Median of:				
Minima	\$ 8,250	\$ 7,000	\$5400	\$4500
Maxima	20,000	12,000	8875	7000
Means	11,755	8,439	6988	5717
Medians	11,130	8,385	6819	5500
<i>Instructional Salaries (11-12 month basis in four institutions)</i>				
Mean of:				
Minima	\$10,605	\$ 8,320	\$ 6,794	\$5567
Maxima	20,194	13,827	11,300	8239
Means	13,521	10,188	8156	6426
Medians	13,289	10,009	8075	6320
<i>Proportions of Total Full-Time Faculty (9-10 and 11-12 month basis), %</i>				
Minimum	30.0	20.5	22.2	7.9
Maximum	38.4	28.6	26.7	23.9
Mean	33.3	23.5	24.8	18.4
Median	30.6	23.6	25.1	20.7
<i>Contribution by Institution to Retirement Annuities as Percentage of Salaries Cited Above:⁴</i>				
Range	5.4-11.7	5.6-12.0	5.6-12.4	6.6-13.0
<i>Average Number of Students for Each Full-Time Faculty Member⁵</i>			<i>Average Amount per Student Spent for All Instructional Salaries⁶</i>	
	1939- 40	1957- 58	1959- 60	
Minimum	16.8	15.1	14.9	Minimum \$169
Maximum	25.0	20.0	19.9	Maximum \$428
Mean	22.5	17.4	17.4	Mean \$457
Median	24.2	17.2	17.3	Median 204

¹ A single appointment at a lower figure.² A total of three appointments in two institutions at higher figures.³ A total of four appointments in two institutions at higher figures.⁴ Four institutions; in the fifth institution the provisions are too complex to calculate in this manner but would probably fall within these ranges.⁵ Four institutions.

Table X shows, group by group, the weighted mean base salary of each rank and of all ranks combined and the amounts that are now paid by the institution under retirement annuity plans. Indicated in parentheses beside the total for each rank is the index grade letter according to the grading by scales of average salaries formulated by the Subcommittee on Standards of Committee Z.⁶ The grade shown for each group in the

⁶ See *AAUP Bulletin*, Vol. 45, No. 2, Summer, 1959, p. 162.

X. WEIGHTED MEAN BASE SALARIES, INSTITUTIONAL CONTRIBUTIONS TO RETIREMENT ANNUITIES, AND INDEX GRADES, 1959-1960

By Groups of Institutions for the Four Academic Ranks and for All Ranks Combined

	Professors	Associate Professors	Assistant Professors	Instructors	Net Index Grade	All Ranks Combined
<i>New England and Middle Atlantic</i>						
<i>I. Six Small</i>						
Base Salaries	\$11,544	\$8477	\$6529	\$5407		\$ 8446
Annuity Funds	1,217	905	771	520		912
Totals/Grades	12,761 (B)	9382 (B)	7300 (B)	5927 (A)	B	9358
<i>II. Five Medium</i>						
Base Salaries	12,085	8503	6638	5372		8735
Annuity Funds	1,631	978	731	391		1050
Totals/Grades	13,716 (B)	9481 (B)	7369 (B)	5763 (A)	B	9785
<i>III. Five Large</i>						
Base Salaries	12,917	8552	6745	5362		9277
Annuity Funds	1,417	934	785	407		991
Totals/Grades	14,334 (A)	9486 (B)	7530 (A)	5769 (A)	B	10268
<i>IV. Three Women's</i>						
Base Salaries	10,334	7684	6333	5276		7664
Annuity Funds	1,261	951	802	548		921
Totals/Grades	11,595 (C)	8635 (C)	7135 (B)	5824 (A)	C	8585
<i>North Central and Pacific</i>						
<i>V. Five Small</i>						
Base Salaries	9,623	7310	5969	5184		7167
Annuity Funds	1,915	681	597	353		659
Totals/Grades	10,538 (C)	7991 (C)	6566 (C)	5537 (A)	C	7826
<i>VI. Four Medium and Large</i>						
Base Salaries	11,498	8382	6707	5220		8905
Annuity Funds	1,202	865	653	436		912
Totals/Grades	12,700 (B)	9247 (B)	7360 (B)	5656 (A)	B	9817
<i>South</i>						
<i>VII. Four Medium and Large</i>						
Base Salaries	10,364	7938	6633	5071		8086
Annuity Funds	749	541	476	289		555
Totals/Grades	11,113 (C)	8479 (C)	7109 (B)	5360 (B)	C	8641
<i>New England and Pacific</i>						
<i>VIII. Two Institutes of Technology (reduced to 9-10 month basis)</i>						
Base Salaries	12,562	8794	6484	5082		9041
Annuity Funds	1,087	747	541	418		761
Totals/Grades	13,649 (B)	9541 (B)	7025 (B)	5500 (A)	B	9802
<i>North Central and Pacific</i>						
<i>IX. Four Large State Universities (9-10 month basis only)</i>						
Base Salaries	12,055	8695	6949	5290		8777
Annuity Funds	1,091	781	624	483		796
Totals/Grades	13,146 (B)	9476 (B)	7573 (A)	5773 (A)	B	9573

column headed "Net Index Grade" is the letter that would be warranted if these salaries were those of a single institution. Those who compare the letter grades in Table X with the broad sample published in the Summer, 1959 issue of the *Bulletin*⁷ will observe that these selected

⁷ *Ibid.*, pp. 177-192.

groups of institutions rank relatively high. It is possible that they should rank still higher, for the totals shown here slightly understate the rank grades in a few of these groups because our data do not include all "fringe" benefits that may properly be taken into account, but only the retirement provisions. Further, several of the component institutions are entitled to a higher letter than their group as a whole, but there are a very few cases where a particular institution rates a lower letter than the group. It is interesting, and perhaps significant, that the predominance of A's among the groups for the rank of instructor (8 out of 9) is in sharp contrast to the almost complete absence of A's for the rank of professor (1 out of 9). The number, but not the percentage, can be raised by counting the institutions that compose the groups. For four of the thirty-nine, the average salary of professors warrants a letter "A" or "AA."

By Subcommittee Z-1 on Biennial Salary Study:

ALBERT H. IMLAH (History), Tufts University, *Chairman*

FRANK A. HANNA (Economics), Duke University

HAROLD N. LEE (Philosophy), Tulane University of Louisiana

WILLIAM A. NEISWANGER (Economics), University of Illinois

Progress Report on the Salary Grading Program

In preparation for the 1959-60 Academic Salaries Report by Committee Z on the Economic Status of the Profession, the Washington Office has sent more than 2300 report forms to our 594 chapters. These forms, together with revised directions, were mailed on October 15 to chapter officers, with the urgent request that they immediately attempt to obtain the new salary data.

Reports Were Due November 15

The salary reports were to be submitted to the Washington Office by November 16—some weeks before this *Bulletin* reaches our members. Human nature being what it is, Committee Z is apprehensive of possible delays, and thus takes this opportunity to request chapter members of all institutions to inquire of their chapter officers whether the salary data have been obtained and the reports sent to Washington. Professors are busy people, and will sometimes postpone matters that cannot be given "top priority"; professors are often tactful, and will not want to press the budget officers who take their time supplying the data; some professors are very sensitive, and will not want to importune a president or vice-president who is reluctant to release the data or to authorize publication of the indices. Yet, if our salary program is to succeed, the salary committees and the officers of the chapters will have to overcome any propensities to be too dilatory, too tactful, or too sensitive, and will have to make vigorous efforts to obtain the data and submit the reports. Please make sure your officers have done all they could possibly do.

Many Presidents Laud the Program

The reactions of presidents of colleges and universities to the Committee Z Report of last spring were most encouraging. The files of the Washington Office now contain many letters from presidents expressing appreciation of our program. No correlation can be found between the degree of their friendliness and the grades of the salary scales in their institutions. Even Grades of E and F, or marks of NR ("No Report") and PNA ("Publication Not Authorized") were not reflected in the tone of these letters. On the contrary, some complaints and critical sug-

gestions contained in a few of the letters came chiefly from presidents of "high grade" institutions.

A few excerpts from letters of presidents will be quoted here for the information of our members, without identification of the writers except for the region and the type of institution over which they preside:

State college, West: "This outstanding piece of research should prove of value to us in our statewide campaign to raise the economic status of college teachers."

State university, West: "This study will be of value to me in connection with problems of the University in the months ahead when work is being done on the University budget before the Board of Regents and the State Legislature."

Denominational institution, East: "Information of this kind is of inestimable value to anyone connected with the proper functioning of institutions of higher learning."

Private college, West: "I was happy to cooperate. I share your hope that in future years more institutions will provide information and enlarge the usefulness of your work. I hope too that it will be feasible to publish more index data, e.g., the grades for minima by rank. Any one institution would then be able to judge its own 'performance' in a more sophisticated and probably valid way."

State college, East: "Let me say that we are very appreciative of your making and publishing this study. We are working on a new salary scale for our faculty at the present time and some of the material you have included in your report may be of help to us in convincing the State fiscal authorities that we need a new scale."

State college, West: "This is an excellent job and will serve many institutions, as it will our own, very effectively in attempts to inform the legislature and the public of our current salary problems."

Private college, West: "It is a splendid study. Would it be possible for us to have 125 copies for Trustees and Faculty?"

Private university, Midwest: "The A.A.U.P. study has been very helpful to us and I am certain that it will assist in keeping our Board of Trustees aware of the importance of more adequate salaries."

Private college, East: "It seems to me that much of the material is very helpful and the figures certainly provide interesting data on the college and university salary situation. I am, however, deeply troubled on one point. I have seen figures for eight departments in the arts and sciences at. . . . They seem to indicate that these departments have 319 faculty members and 305 teaching fellows, part-time instructors. . . and so on. A study might show that this group was providing more than half of the 'contact hours' of teaching. From an educational point of view, I have no doubt that many of the sub-faculty are excellent and provide good instruction, but the fact remains that the institution is maintaining its excellent faculty salary levels because of the presence of a large group of low-paid part-time teachers."

The complaint made in this last letter was also made in several others. Carefully considered by Committee Z, it induced them to add two new indices which may reduce the "bias" in the self-grading system.

The Six Indices

The new report form is designed to yield the following six indices and data for each institution (or large subdivision):

1. Grade of Minimum Salary Scale
2. Grade of Average Salary Scale
3. Average Salary of Full-time Faculty Members
4. Number of Full-time Faculty
5. Compensation for Full-time Faculty per Full-time Student-Equivalent
6. Compensation for All Faculty per Full-time Student-Equivalent.

The inclusion of the last two indices, the data of faculty compensation per student, was first disfavored on several grounds. It was held, for example, that this index was not relevant to a description of the economic status of the profession. On the other hand, it was argued that indices confined to full-time faculty members introduced into the description of the salary situation a bias which could in part be offset, or at least laid open, by the information on instructional costs per student.

The Grading Scales

No change has been made in the grading scales. Since salaries have been raised in most institutions, the use of the unchanged grading tables for 1959-60 will undoubtedly lead to higher grades this year. After the reports are received and summarized by the Washington Office, Committee Z will consider a revision of the grading scales for 1960-61.

Some voices have been raised in favor of "grading by the curve," that is, grading the salary scales of the individual institutions entirely on the basis of their relative standing among all reporting institutions. There are serious objections to such a procedure. Administrations and governing boards could no longer consult the "standard scales" when they set up their own salary schedules; they would not know in advance what grade would eventually be assigned to their salary schedules; the "self-grading" feature of the program would be lost. The most serious disadvantage would lie in the uncertainty introduced by the fact that the relative standing among the reporting institutions would be strongly affected by failures to report. For whether the salary scale of a particular institution is of Grade C or Grade D would then depend on how many institutions paying more, and how many paying less, would choose to report their scales or keep them secret.

Committee Z will carefully study this and other suggestions, and it will welcome communications from members that may be helpful in its considerations. The present thinking of the Committee is in favor of the type of grading tables now used, though perhaps with an upward adjustment of all figures by a fixed percentage for the academic year 1960-61.

FRITZ MACHLUP (Economics)

The Johns Hopkins University, *Chairman*

Medical School Salaries, 1958-1959

A Report of Committee Z on the Economic Status of the Profession

When the first report forms and directions went out to the chapters in 1958 with the request to collect and report academic salary data, Committee Z was not yet ready to include the faculties of medical schools in the self-grading program. It had been clear from the outset that medical schools are sufficiently different from other institutions of higher education to defy easy comparability with liberal arts colleges, business schools, engineering schools, and all the rest. But soon it became clear that medical schools are also so different from one another that the comparability of salary scales of full-time faculty members at the different medical institutions was most problematic. The major difficulty lies in the definition of "full-time," a term which has many different meanings in different medical schools or even in different departments of the same school.

Problems Peculiar to Medical Faculties

Consultations with faculty members and administrators of medical schools, with officers of the Association of American Medical Colleges, as well as with state authorities began in June, 1958. The problems facing any analyst of medical school salaries had just been examined by A. J. Carroll, whose *Study of Medical College Costs* was published by the Association of American Medical Colleges in September, 1958. As a result of these consultations, it was concluded that it would not be possible for Committee Z to include the *clinical* departments of medical schools in our program. The possible combinations of ways in which members of clinical departments divide their time between teaching, research, clinical work, and private medical practice are too numerous to enable us to find a common denominator to which their salaries could be reduced. Salaries of faculty members not permitted to engage in private practice, of others permitted to engage in limited practice, and of others without restrictions of any sort, cannot reasonably be described in simple indices. It was not possible to devise operationally workable distinctions between full-time and part-time faculty members of clinical

departments; nor was it reasonable to accept—as it was done in the grading program for other higher institutions—the diverse definitions used by the various schools or departments for their own purposes.

This difficulty does not exist in the *pre-clinical* departments. The salaries of faculty members in these departments are, therefore, comparable not only with those obtaining in the pre-clinical departments of other medical schools, but also with those of several science departments in the liberal arts colleges or graduate schools. Indeed, the staff of the pre-clinical departments is recruited in the same “market” as the staff of other departments of biology, chemistry, physics, statistics, *et cetera*. Hence, the same grading system and grading scale that had been adopted for all other institutions of higher education is applicable, without any qualifications, to the pre-clinical departments of the medical schools.

Salary Reports on Pre-Clinical Departments

At last, Committee Z was able to swing into action and the chapters of universities with medical schools were asked to obtain the necessary data. The response left much to be desired. Of the fifty-four chapters at institutions with medical schools, only eighteen sent the requested reports, and only thirteen authorized the publication of the indices.

It is impossible to say whether the paucity of response was due to a lack of cooperation by the administrations of the medical schools, to a lack of interest and vigor by chapter officers, or to a lack of participation in chapter affairs by members of the medical schools. If it is possible to generalize from an admittedly inadequate sample, the explanation would lie in a combination of two reasons: relatively few members of the medical school faculties join in A.A.U.P. chapter activities (which are usually confined to the main campus) and chapter officers, in turn, do not take the time to deal with medical school matters. Perhaps the salary grading program will lead to closer liaison between different constituents of the chapters. The establishment of separate chapter committees for problems of the medical faculty or the inclusion of medical faculty members in the salary committee of the chapter might yield good results.

Grades of Salary Scales

For the convenience of the reader the grading tables are reproduced here, Table 1 giving the scales of minimum salaries, and Table 2 giving the scales of average salaries.

On this basis, only one of the reporting institutions, The Johns Hopkins University, had both minimum and average scales of Grade A. Five institutions had average salary scales of Grade B: Duke, Miami, Utah, Wayne State, and Yale.

TABLE 1—SCALES OF *Minimum* SALARIES FOR 1958-59

(Nine-months basis, specified benefits included)

As published in *AAUP Bulletin*, Vol. 44, No. 1A, pp. 217-218 (Spring, 1958)

	AA	A	B	C	D	E	F
Professor	\$14,000	\$12,000	\$10,000	\$8,750	\$7,500	\$6,250	\$5,250
Assoc. Prof.	10,000	8,750	7,750	6,750	6,000	5,250	4,500
Asst. Prof.	7,750	6,750	6,000	5,250	4,750	4,250	3,750
Instructor	6,000	5,000	4,500	4,000	3,750	3,500	3,250

TABLE 2—SCALES OF *Average* SALARIES FOR 1958-59

(Nine-months basis, specified benefits included)

As formulated by the Subcommittee on Standards of Committee Z

	AA	A	B	C	D	E	F
Professor	\$17,500	\$14,300	\$11,650	\$10,000	\$8,400	\$6,850	\$5,700
Assoc. Prof.	11,750	10,100	8,750	7,500	6,600	5,700	4,850
Asst. Prof.	8,750	7,500	6,600	5,700	5,100	4,550	4,000
Instructor	6,600	5,450	4,825	4,300	4,000	3,725	3,450

An examination of the data submitted indicates that in some of the institutions the grades of the minimum salary scales were pulled down by special situations in just one of the four academic ranks. Yet "the lowest grade counts" and determines the grade for the entire scale. Remedial action should not be difficult, and adjustments in the compensations of a few staff members may raise the 1959-1960 grades at several institutions.

Statistics of Average Salaries

The salary data compiled by our Washington Office from the eighteen reports (including the five received without authorization to publish the indices) cover a total of 610 faculty members. Table 3 gives the average compensations—salaries plus fringe benefits, on a nine-months basis—for all ranks in the pre-clinical departments of the 18 medical schools.

TABLE 3

Numbers of Full-Time Faculty Members, Total Compensation Including Fringe Benefits, and Average Compensation Including Fringe Benefits, By Rank, for Pre-Clinical Departments of 18 Medical Schools

<i>Academic Rank</i>	<i>Number of Full-Time Faculty Members</i>	<i>Total Compensations</i>	<i>Average Compensations</i>
Professor	181	\$2,086,930	\$11,530
Assoc. Prof.	144	1,240,560	8,615
Asst. Prof.	181	1,267,543	7,003
Instructors	103	586,585	5,695
Lecturers	1	9,354	9,354
All ranks	610	\$5,190,972	\$8,510

The average compensation of the 610 full-time faculty members of the pre-clinical departments covered in this statistic amounts to \$8510. The average compensation of the 208 faculty members of the five institutions which declined to authorize publication of their indices was \$8204, while the average compensation of the 402 members of the other thirteen institutions was \$8661.

It is interesting to note that the average compensation in the pre-clinical departments of the medical schools compared favorably with that in other institutions of higher education, which was only \$7342. (See *AAUP Bulletin*, Summer, 1959, p. 173.) Perhaps, if departmental breakdowns were available, one would find that the salaries in the natural-science departments of these institutions were closer to those in the pre-clinical departments of the medical schools.

A comparison of the average compensations paid in the individual ranks with the scale of average salaries (Table 2) shows that instructors were paid according to Grade A scale, assistant professors Grade B, associate and full professors strictly Grade C, though very close to Grade B. If the eighteen institutions were rolled into one, the average salary scale would be of Grade C—a grade better than the aggregate of other institutions reported in the Summer *Bulletin*.

The tabulation of average compensations paid at individual institutions—speaking always of the pre-clinical departments—shows the University of Utah at the top of the list, with an average of \$10,122, followed by Duke, Hopkins, Wayne State, and Miami, with averages exceeding \$9000.

[See Appendix on following pages.]

Appendix

DATA AND INDEX GRADES, 1958-1959

PRE-CLINICAL DEPARTMENTS OF MEDICAL SCHOOLS

as Reported by A.A.U.P. Chapters

* Number of individuals reported as full-time faculty members and included in the computation of average salaries.

** Average of full-time faculty salaries (all ranks combined), fringe benefits included.

*** Lowest grade for any faculty rank based on A.A.U.P. scales of minimum and average salaries.

NR No report made by A.A.U.P. Chapter.

PNA A.A.U.P. Chapter report made, but publication not authorized.

<i>Name of Institution</i>	<i>Faculty Members*</i>	<i>Average Salary**</i>	<i>Index Minimum</i>	<i>Grades*** Average</i>
Baylor Medical School	NR			
Boston University	PNA			
Columbia University	NR			
Cornell University	NR			
Duke University	26	\$9,907	C	B
Emory University	NR			
George Washington University	NR			
Georgetown University	NR			
Harvard University	NR			
Indiana University	NR			
Johns Hopkins University	33	9,867	A	A
Louisiana State University	NR			
Loyola University (Illinois)	NR			
Marquette University	NR			
Medical College of Georgia	NR			
Medical College of Virginia	51	8,540	C	C
New York University	NR			
Northwestern University	NR			
Stanford University	NR			
State University of Iowa	NR			
Tufts University	25	8,522	F	D
Tulane University	PNA			
University of Arkansas	22	7,462	D	C
University of California	PNA			

<i>Name of Institution</i>	<i>Faculty Members*</i>	<i>Average Salary**</i>	<i>Index Minimum</i>	<i>Grades*** Average</i>
University of Chicago	NR			
University of Kansas	NR			
University of Louisville	NR			
University of Maryland	NR			
University of Miami	25	\$9,093	C	B
University of Minnesota	NR			
University of Mississippi	NR			
University of Missouri	NR			
University of Nebraska	15	7,266	D	D
University of North Carolina	40	7,811	C	C
University of North Dakota	NR			
University of Oklahoma	PNA			
University of Oregon	NR			
University of Pennsylvania	NR			
University of Pittsburgh	NR			
University of Rochester	PNA			
University of South Dakota	14	7,158	E	D
University of Southern California	26	8,207	C	D
University of Tennessee	NR			
University of Utah	19	10,122	C	B
University of Vermont	NR			
University of Virginia	NR			
University of Washington	NR			
University of Wisconsin	NR			
Vanderbilt University	NR			
Washington University	NR			
Wayne State University	31	9,242	C	B
West Virginia University	NR			
Western Reserve University	NR			
Yale University	75	8,600	C	B

FRITZ MACHLUP (Economics), The Johns Hopkins University,
Chairman, Committee Z

Recent Developments in Retirement Planning

By WILLIAM C. GREENOUGH and FRANCIS P. KING

Over the last decade, efforts to increase the attractiveness of college teaching have centered on improvements in retirement and insurance programs as well as increases in salary levels. Under the present federal income tax structure, a college dollar applied to the benefit program often has greater leverage in improving the economic position of the college staff member than when paid as salary. Educational organizations, including the AAUP and the Association of American Colleges (AAC), have worked together in setting forth the principles of benefit planning that are helping the staff member solve his financial problems. Compared with other employments, higher education as a whole is offering superior benefits.

During the 1950's, improvements in college-sponsored benefit plans have been made in each of the four major benefit areas: retirement, life insurance, medical expense insurance, and disability income insurance. Each one has a "dollars and cents" value for the college faculty member and offers a degree of financial security he cannot achieve alone.

A recent study brings out the changes and improvements that have occurred in college benefit planning in the last dozen years.¹ This article, based on that study, discusses retirement plans. What are the changes? What do they mean to the college teacher—the new instructor, the established teacher in mid-career, the professor soon to retire?

Social Security

Only ten years ago, staff members of colleges and universities were not covered by federal Social Security. The private colleges and universities became eligible for Social Security in January, 1951; it was not until January, 1954, that the publicly supported colleges and universities whose staff members belonged to a retirement system could join the federal program. As we enter 1960, 97 per cent of the private colleges

¹ *Retirement and Insurance Plans in American Colleges*, by William C. Greenough and Francis P. King. Columbia University Press, 1959.

and universities and 84 per cent of the publicly supported institutions are covered by Social Security. All large private institutions are covered. Among publicly supported educational institutions, Social Security for teachers is not provided in Arkansas (except the University of Arkansas), California, Colorado (except the University of Colorado), Florida, Illinois, Louisiana (except Louisiana State University), Maine (except the University of Maine), Massachusetts, Nevada, Ohio (except the University of Cincinnati), and Vermont (except the University of Vermont).

Addition of Social Security as a base upon which to build adequate retirement and insurance protection has substantially improved the security of the academic profession. The benefits, compared with taxes paid, are heavily weighted in favor of the person now nearing retirement. This has helped to offset the effects of the inflation that has reduced the purchasing power of retirement benefits for people retiring in the 1950's. The substantial survivor benefits provided by Social Security were also of significance, particularly to the staff members of the three-fourths of the colleges and universities that in 1950 had no group life insurance plan, and also for colleges having life insurance plans providing only modest benefits. The later addition of Social Security benefits for total disability helps to fill another area of need.

Retirement Plan Provision

College pension planning now spans a period of more than fifty years. It dates from the original grant by Andrew Carnegie to establish a free pension system for college teachers, and continues through the establishment of Teachers Insurance and Annuity Association (TIAA), in 1918, the creation of state pension plans designed primarily for elementary and secondary school teachers but also covering some of the publicly supported institutions of higher education, the extension of Social Security to the colleges in the early 1950's, and the establishment of the College Retirement Equities Fund (CREF), in 1952.

By 1940, some 329 four-year liberal arts colleges and universities had formal retirement plans. In 1948, this number had grown to 490, and today 632 colleges and universities contribute toward retirement benefits for their faculty members.² Table 1 shows all four-year universities and liberal arts colleges, indicating whether they have retirement plans for faculty and administrative officers and, if so, what type of plan. Over 70 per cent of the institutions have plans, 47 per cent TIAA-CREF, 12 per cent public plans, and 13 per cent all other types.

² Figures do not include teachers colleges, theological schools, or technical and professional schools.

TABLE I—RETIREMENT PROVISIONS COVERING FACULTY AND ADMINISTRATIVE OFFICERS, UNIVERSITIES AND LIBERAL ARTS COLLEGES

Type of Plan	Institutions	Per Cent	Teachers Employed (Approx.)	Per Cent
TIAA-CREF	412	46.7	79,861	44.0
State Teachers' Plans	61	6.9	25,969	14.3
Public Employees' Plans	45	5.1	27,878	15.4
Church Plans	30	3.4	3,105	1.7
Agency Company Plans	49	5.6	9,594	5.3
Self-Administered Plans	18	2.0	14,305	7.9
No Answer as to Type	17	1.9	3,685	2.0
Total	632	71.6	164,397	90.6
No Plan	87	9.9	6,146	3.4
No Information	163	18.5	10,797	6.0
Total	882	100.0	181,340	100.0

An excellent starting point in evaluating the soundness of a college's retirement plan in meeting economic needs of the teachers and furthering the goals of higher education is to be found in the "Statement of Principles on Academic Retirement" developed by a joint committee of the AAUP and AAC in 1950.³ A subsequent Statement of Principles, developed by a joint committee of these Associations in 1958, includes a few modifications of the 1950 Statement and several important additions, and is a useful tool for employer and staff member alike.⁴

Required Participation. The 1958 committee recommends that the retirement plan should be "participated in by all full-time faculty members who have attained a certain fixed age, not later than thirty." That is, staff members should be required to join the plan by at least age thirty. However, a waiting period, common in many plans, often delays participation to allow for the fact that during the first year or two of service newly hired staff members are on probation and are making tentative decisions regarding their career and the type of employer they wish to work for. Likewise, the college is looking them over to see whether to encourage them to stay.

It is important that staff members enter the retirement plan at a reasonably early age so that adequate retirement benefits may accumulate. The size of the sums necessary to provide a suitable monthly annuity is not generally appreciated. A capital sum of about \$50,000 is needed at age sixty-five to provide an annuity income of \$3600 a year for the rest of a man's life; about \$100,000 is needed for a \$7200 life annuity. To accumulate the substantial sums necessary to provide a reasonable retirement income, it is essential that participation in the retirement plan be required soon after the individual has settled on his career.

³ "Academic Retirement and Related Subjects," *AAUP Bulletin*, Vol. 36, No. 1, Spring, 1950, pp. 97-117.

⁴ "Academic Retirement and Insurance Programs," *AAUP Bulletin*, Vol. 44, No. 2, Summer, 1958, pp. 508-515.

Required participation has generally been a condition of employment in public service, including those colleges and universities covered by public retirement plans. In the private colleges at the present time, something over 85 per cent require participation in the retirement plan. Many of these colleges permit voluntary participation before age thirty. Many colleges waive the waiting period for people who come to the college with the same kind of existing retirement contracts used by the college.

The Retirement Age. The joint AAUP-AAC committee of 1958 gave special consideration to the age at which retirement should occur. Its principal recommendation is: "The institution should have a fixed and relatively late retirement age, the same for teachers and administrators . . . the desirable fixed retirement age would appear to be from sixty-seven to seventy." With regard to service after the fixed retirement age, the committee recommends: "The recall of teachers on retired status should be without tenure and on an annual appointment. Such recall should be used only where the services are clearly needed and where the individual is in good mental and physical health. It may be for part or for full time. Such recall should be rare where the retirement age is as late as seventy."

Table 2 shows the retirement ages now in effect in U. S. institutions of higher education.

TABLE 2—FACULTY RETIREMENT AGES IN UNIVERSITIES AND LIBERAL ARTS COLLEGES

Retirement Age	Total Institutions	Per Cent	Extensions Not Allowed	To Age 68	To Age 70	Extensions to Specified Age				No Definite Limit on Extensions
						Over 70	Definite Limit But Not Stated	No Definite Limit	No Info.	
65	401	63.4	25	23	207	4	7	96	39	
66	3	0.5	1	0	0	0	0	2	0	
67	8	1.3	3	0	1	0	0	2	2	
68	46	7.3	5	0	19	2	5	13	2	
69	1	0.1	0	0	1	0	0	0	0	
70	91	14.4	34	1	0	11	1	35	9	
Over 70	0	0.0	0	0	0	0	0	0	0	
Under 65	10	1.6	0	0	1	0	0	1	8	
No. Info.	72	11.4	7	0	1	2	1	3	58	
Totals	632	100.0	75	24	230	19	14	152	118	

It is not an easy matter for the college to choose a retirement age. No formula can at once deal equitably with all persons involved, solve all administrative problems, and utilize the talents of older staff members to their fullest. Perhaps sometime we shall have developed yardsticks to measure physiological age as nicely as we now measure chronological age, to measure mental elasticity, artistic and scientific awareness, sensitivity to the problems of youth, and the variety of capacities that

make up the teacher; but as yet we have no such tests as criteria for retirement. The judgment of the staff member about his own capacities will often differ from that of his students, colleagues, or superiors. While this tends to be true at any age, it seems to be an especially critical problem at the upper ages.

The range of acceptable ages for retirement at colleges and universities actually seems to span only about five years. As noted from Table 2, practically all colleges use some age from sixty-five to seventy as the "normal" retirement age, and a substantial majority of these permit service to continue after the normal retirement age, usually by special action of the board of trustees.

In some respects the flexibility of the retirement age in the colleges is one of the distinguishing characteristics of their retirement plans. In addition to this means of using older employees effectively, there is an added effort in the college world that is rarely found in other employments. This is the willingness to employ persons already retired from other institutions. Over 400 colleges and universities have indicated that they employ such persons. The Retired Professors Registry, sponsored by the AAC and the AAUP under a Ford Foundation grant, was established in 1957 to facilitate the use of retired academic talent.

While fixed retirement ages sometimes prevent the use of talented older college faculty members, they do avoid difficult administrative problems. College administrators who prefer to apply a fixed retirement age to all alike with no provision for extension of service, often feel that this final age should be fairly high, say, seventy years. The selection of an arbitrary age may deprive the college of some men who are in possession of their full capacities; it may delay the retirement of others too long. But a fixed retirement age avoids claims of favoritism or discrimination, it is easy to administer, it opens on schedule expected promotions for younger faculty, and it enables each staff member to plan with precision the important changes he must make for the transition to retirement.

Vesting of Retirements Benefits

"The committee wishes to emphasize," said the 1950 AAUP-AAC report, "what it means by full vesting in the individual of the contributions made in his name. The plan should be such," continued the committee, "that if an individual dies before becoming an annuitant his beneficiaries or estate will get the full accumulation, with interest, of his own and the institution's contribution. If the individual should withdraw or be dismissed from the institution before retirement, the full accumulation with interest of these contributions should be vested in him to become the basis of an annuity upon retirement, or, in case of prior death, of a death benefit."

Full vesting thus means that if the individual leaves his employer at any time before retirement he takes his annuity with him, including all benefits purchased by his own and his employer's contributions.

Extent of Vesting in the College World. Full and immediate vesting of all retirement and death benefits is an integral part of all TIAA-CREF plans and, therefore, is found in by far the majority of the privately supported colleges and universities and in a substantial number of the publicly supported institutions. But at other public colleges, employees are included in state teacher or public employee systems which usually provide no vesting prior to the earliest date upon which retirement benefits are available, or which delay vesting until after five to twenty years of service. In this respect, the retirement plans of these public institutions and a few of the private institutions are more in a class with the plans of industry, business, and state governments than with the academic world, where transferability of academic talent has long been facilitated through fully vested retirement plans.

The academic mobility of teachers and research scholars is an essential strength of the American system of higher education. The type of work performed by the academician not only is transferable but is well nurtured in a variety of academic climates. The interchange of ideas, experiences, and stimuli accomplished by the movement of academic personnel among colleges, universities, research organizations, foundations, and to some extent governmental and industrial employment, has much to do with the vitality of higher education. Restrictions on the movement or professional development of persons responsible for research and instruction in these fields can only narrow their professional competence and the vigor and flexibility of their thinking.

The employer's obligations under an annuity plan are a definite part of current compensation, and it is unfair treatment to take from the individual his future retirement benefits if he leaves the institution. Such forfeitures diminish his security, prevent his full development by inhibiting movement among institutions, and cumulatively act as a disservice to higher education as a whole.

Adequacy of Benefits

How large should the benefits of a college retirement plan be? The AAUP-AAC committee of 1958 considered the matter carefully and recommended that the retirement system should provide a life annuity, including Social Security benefits, "equivalent in purchasing power to approximately 50 per cent of the average salary over the last ten years of service, if the retirement is at seventy, and a somewhat higher percentage if the fixed retirement age is younger." *The half-salary recommendation assumes entry into a retirement plan at about age thirty and service*

until retirement in one or a number of educational institutions having fully vested plans. Under a given plan, smaller benefits would result from a shorter period of service; any forfeitures of benefits under nonvested plans have, of course, an adverse effect on ultimate benefits.

Disposable Income. A level of benefits of 50 per cent of the final average salary over the last ten years of work becomes a much higher percentage when considered in relation to disposable income or "take-home pay." Before he retires, the college faculty member's salary is subject to a number of deductions—federal income tax, often a state income tax, Social Security taxes, deductions for the annuity contributions, and perhaps others. During retirement, the individual's federal income tax is presumably much lower since total income is less, part of the annuity is tax free, and Social Security benefits are not taxed. Both the individual and his wife when over age sixty-five have double income tax exemptions. Furthermore, when the individual retires, he has no more annuity contributions or Social Security taxes to pay. As a result, a retirement income of 50 per cent of prior salary tends on the average to be about two-thirds of the prior disposable income.

A recommended benefit level cannot, of course, precisely meet the needs of each participant. Financial responsibilities and living habits differ greatly; the amount of the annuity in each case will vary according to the age at employment, the age at retirement, the contribution rates, the type of annuity selected, and other factors. Thus, while the committee recommendation seeks adequate retirement benefits as a general objective, it assumes that the individual must accept responsibility for making additional income provisions if his needs are greater than the average, or his benefits smaller. The AAUP-AAC report of 1950 concluded "that colleges cannot treat the provident less generously than the improvident, take account of whose tastes are expensive and whose simple, tell the bachelor he should have had children, or underwrite alimony. Everything beyond a certain minimum amount must be cared for by the individual."

Protecting Annuity Purchasing Power. The Statement of Principles explicitly states the need to protect the retirement income from erosion in its purchasing power. The colleges are far ahead of business, industry, and government in providing purchasing power protection during retirement. This is generally achieved through the variable annuity provided by the College Retirement Equities Fund, the originator of the variable annuity concept. At present, approximately 95 per cent of the TIAA retirement plans permit staff members to participate in the CREF variable annuity.

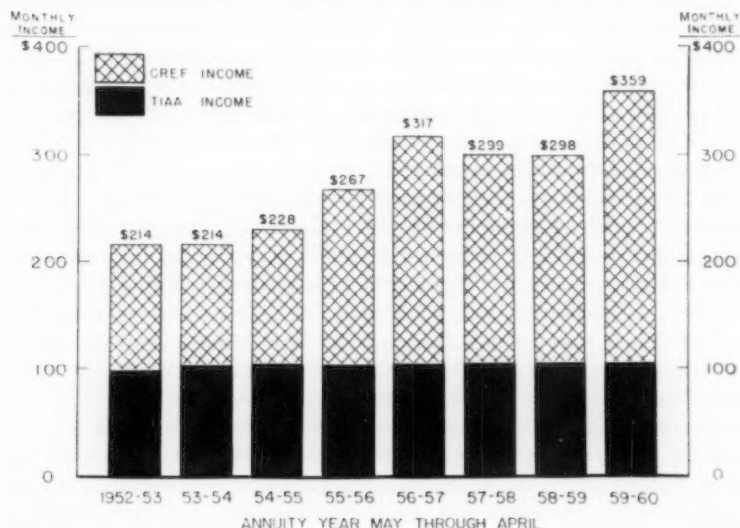
The CREF portion of the individual's retirement annuity builds into the retirement plan an opportunity of increasing dollar benefits at a

time when inflation might otherwise reduce the purchasing power of retirement income. Up to half of the college staff member's annuity premium may be paid to CREF, which invests wholly in common stocks. Each premium to CREF purchases units of participation which vary in value from month to month according to changes in the value of the common stock portfolio. The remaining premium goes to the fixed-dollar TIAA annuity.

During retirement, the individual's income is composed of a fixed-dollar life income from TIAA and a variable income from CREF consisting of the value of a given number of annuity units paid each year for life. The value of the annuity unit in dollars is changed once a year, mainly according to the changes in common stock prices which, over the long term, have tended to follow living cost changes.

The performance of the combined fixed and variable annuities is revealed in the chart below, which shows the monthly income that would have resulted from a single premium paid for TIAA-CREF immediate annuities on July 1, 1952 (when CREF began) by a man then aged sixty-five. The premium paid to TIAA was the amount needed to purchase a fixed annuity of \$100 a month, with the same premium amount paid to CREF. Let us emphasize that CREF experience has been generally very favorable; larger downward variations than have occurred in CREF income can be expected within the longer-range trends.

For many college staff members, participation in CREF represents their first opportunity to share in the ownership of the nation's industrial



productivity, the dynamic aspects of the economy, while working in the academic atmosphere and making their contributions to teaching and research.

Understanding the Retirement Plan and Its Significance for the Individual

The factors that distinguish between a good and bad retirement plan are not technical and complex, as they often seem. Each faculty member can be a competent judge of the retirement plan as it affects higher education, his own long-term welfare and that of other staff members. A few key questions can be most helpful in revealing the essential elements of an academic retirement plan:

(1) Are the retirement benefits, including those resulting from the employer's contributions, fully vested in the individual so that there is no loss of future benefits if he changes jobs? The employer's contributions to the retirement plan are a definite part of compensation; if the employer's contributions are partially or wholly forfeited when the staff member changes employers, he is being deprived of a part of compensation, which is not in accord with the Statement of Principles adopted by the AAUP and the AAC. Where a part of his compensation is not irrevocably his own until retirement, it is easy to understand why the younger staff member often wants to "get out while the getting is good," and the older person feels "locked-in," an unhealthy situation for the institution, the individual, and the educational system in general.

(2) Is the contribution rate adequate? The contribution rate is the percentage of the individual's monthly salary that is paid into the retirement plan, usually jointly by both employer and employee. Contribution rates among college plans generally range from a minimum of 10 per cent of salary to the more generous plans, which have a contribution rate of 15 per cent or even higher. In a few institutions, there may be outmoded limits on contributions, such as a ceiling on the salary on which contributions to the retirement plan are calculated, or inappropriate limits on the dollar amount of benefits that will be provided. Every plan should be periodically examined to make sure that it does not have out-of-date provisions which reduce benefits below appropriate levels.

(3) Purchasing power protection. Inflation can do serious damage to a fixed income, as is well known by those who retired during the 1940's on pensions related to the lower earnings of the 1940's, 1930's and before, and then witnessed the declining power of their dollar to purchase housing, food, clothing, and other necessities. In the last twenty years, the purchasing power of the dollar has declined 52 per cent; in the last ten years, 18 per cent. Does the retirement plan incorporate a method of helping to protect the annuity dollar against erosion

that may occur *during* as well as before retirement? A sound plan must be designed to help protect purchasing power during retirement under a variety of economic conditions—deflation, inflation, and periods of relative stability.

(4) Are there persons who should be participating in the retirement plan but are not? The average working lifetime in college employment covers thirty to forty years; the life expectancy of the individual who has reached age sixty-five is, on the average, some fifteen years for men and nineteen years for women. Consequently, the retirement program must provide almost a year of retirement income for every two years of the working lifetime. If the retirement benefits are to be adequate, participation in the plan must begin not much later than age thirty. Under a voluntary retirement plan, in which the staff member can join or stay out, as he wishes, a college may make substantial outlays and yet not solve the retirement problem. Staff members who may be the most valuable to the college during their productive years, well liked and highly regarded by students, alumni, and colleagues, may, if not in the plan, reach retirement age without funds. The college may find itself strongly criticized if it parts with them at retirement without providing them an income for their remaining years. Yet to keep a staff member in service after he should be retired is a hindrance to students and colleagues, and is unfair to those who do participate in the plan and are retired at the expected age. If an emergency free pension is granted to the improvident staff member, it may relieve his problems, but again is unfair to those who have over the years shared the cost of their retirement benefits with the college.

Causes of Inadequate Benefits. A retirement plan may for future service meet all the tests outlined above and yet there may be individuals now nearing retirement, or already retired, whose benefits will be or are inadequate. Why is this? A frequent reason is that the individuals' retirement benefits are based on a fairly long period of service at the lower salary levels prevailing during the 1930's and 1940's, with the result that contributions to the annuity plan were low and benefits consequently insufficient in terms of today's salary levels and retirement income needs. CREF was established only in 1952—too short a time ago for the CREF portion of the retirement income of those recently retiring to represent a sufficiently large element in the total income picture. Furthermore, only a few college staff members retiring before the 1950's were eligible for Social Security benefits. Some individuals may have participated at one time or another in a forfeiture plan and may have therefore lost a portion of their retirement provisions somewhere back along the line. Others may have entered the retirement plan late, particularly where participation in the plan was voluntary rather than

required. Or, where the retirement plan has only recently been established there may have been inadequate provision for these past service benefits. About 20 per cent of the colleges indicate that, to alleviate past service situations, they have increased benefits for persons already retired.

It behooves each faculty member to satisfy himself that his institution's retirement plan covering current and future service avoids the problems that have led to inadequate benefits in the past. In addition, those individuals facing retirement in the near future with inadequate benefits from the regular plan need, for purely personal reasons, to recognize the financial problem and to increase as much as possible their personal savings.

Summary

Most pension planning in the colleges has for half a century been based on the concept of full vesting and the transferability of accumulating pension benefits as academic staff members move among institutions. In 1950 and through later amendments, a joint committee of the AAUP-AAC studied and restated the retirement principles that had benefited both the system of education as a whole and the individuals serving it. This Statement constitutes a general policy guide for the establishment or review of an academic retirement plan.

Since 1950, when the AAUP-AAC Statement was initially drawn up, important developments have taken place in college pension planning, including:

- (1) The addition of Social Security benefits to those provided by the regular retirement systems.
- (2) The installation of new retirement plans in 142 liberal arts colleges and universities that did not have plans in the late 1940's.
- (3) Improvements in existing plans through increases in contribution rates and removal of ceilings and benefit limits in a substantial proportion of the public and private institutions.
- (4) The establishment and acceptance by the vast majority of the private colleges and universities, and many publicly controlled institutions as well, of the College Retirement Equities Fund, issuing variable annuities as a hedge against inflation for the retired college staff member.
- (5) The addition, at about one-fifth of the colleges and universities, of supplementary benefits for people already retired.

College Faculty Members View Their Jobs

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At a time when American colleges and universities must recruit thousands of new staff members, it is important to know why present faculty members chose this career, how they prepared themselves for it, and what satisfactions and dissatisfactions they find in it. If this information is gathered and analyzed, and if its full implications are taken into account, the recruitment effort can be truly effective. As a bonus, both the new teachers and the present faculty members can have the opportunity to make their best professional contribution.

The findings reported in this article are presented in two sections: **Motivations for Becoming a College Teacher**, and **Appraisals of This Career Choice**. Both sections draw upon findings in a questionnaire study of 706 faculty members in thirty-two Minnesota institutions, including eleven junior colleges, fifteen private liberal arts colleges, five state colleges, and the University of Minnesota. The discussion gives primary emphasis, however, to opinions and attitudes expressed by eighty-seven randomly selected respondents in interviews held some months after these faculty members, along with 619 colleagues, had filled out a four-page questionnaire.

That questionnaire was designed to explore faculty members' reasons for becoming college teachers, their preparation for this service, their current job activities, and their appraisal of college teaching as a career for themselves and for others. Keen interest in these questions was shown by a 94 per cent return from the 25 per cent stratified random sample of full-time teachers chosen for this phase of the study.¹

¹ Stecklein, John E. and Eckert, Ruth E. *An Exploratory Study of Factors Influencing the Choice of College Teaching as a Career*. Bureau of Institutional Research, University of Minnesota, January, 1958. This study was conducted under a grant from the Cooperative Research Program, U. S. Office of Education.

Use of Interview Approach

Each faculty member was interviewed on his own campus and in his own office if it afforded sufficient privacy. Following these discussions, which typically lasted an hour, the interviewers tape-recorded their notes to provide a full record of the conferences. Two other individuals later read each interview transcript twice to assess its general quality and to identify fresh ideas or interpretations.

These interviews had certain unique advantages for the study. First, they permitted some probing of the individual's underlying motivations in becoming a college teacher. Instead of giving hurried first impressions, as some respondents are apt to do on a printed form, the interviewees had time to reflect, and when skillfully questioned, to recollect happenings and attitudes that helped to shape their decisions.

The interview approach also helped in drawing out occasional apprehensive or hostile subjects. A few teachers had apparently viewed the questionnaire with some suspicion, as perhaps a veiled means of assessing staff attitudes toward local administrators, but in the face-to-face situation they were quite willing to talk freely. Certain other faculty members, proud of having been included in the interview sample, stated their ideas more fully than might have been expected from their brief replies on the questionnaire.

The interviewers were also free to follow the subject's thoughts as he expressed them, without any limitation beyond relevance to the problem. Whereas questionnaire items must be constructed from previous information and hypotheses, the interview is not hindered by these restrictions. Although the interviews do not substitute for the earlier quantitative analysis, they were an excellent medium for gathering impressions and generating hypotheses that can be tested in future studies.

I. Motivations for Becoming a College Teacher

Replies to the questions probing these individuals' earlier views of college teachers, and the personal interests and circumstances that shaped their career choice, showed wide differences in how these faculty members were recruited.

Undergraduate Conceptions of College Teaching

Efforts of faculty members to recapture and state the views they had held, as undergraduates, of college teachers cannot substitute for direct study of students' concepts, but they do indicate that many college teachers did not, as students, identify themselves with this role. Some, indeed, said that they had taken "a rather dim view of college teachers":

"I thought they were a kind of stuffy lot. . . peculiar ducks, ivory-towered and remote, and it would never have occurred to me to join the fold." (*Law*)

"During the freshman and sophomore years, I had some carry-over of the attitudes that I had had toward high-school teachers, whom I had looked upon as kind of nonentities. . . But by junior year, as I came to know some professors well, my opinions began to change." (*Physiology*)

"Some undergraduate teachers seemed to be completely ineffectual. . . terribly dull. . . But others seemed bright and lively, and better teachers." (*Law*)

Others had put such halos around the heads of their college teachers that they never imagined that they themselves could occupy this position:

"I had always looked up to college teachers with considerable awe, and never dreamed of aspiring to become one. . . Most undergraduates put their professors on a sort of a pedestal, and would think it brash to consider such a job themselves." (*Industrial Arts*)

"My attitude toward academic people while I was an undergraduate was one of mixed respect, awe, admiration, and a secret desire to be like them." (*Religion*)

"High-school teaching was as much as I dared hope for at that time." (*Home Economics*)

"Perhaps I already knew, as an undergraduate, that I wanted to be a college teacher, but I was inherently too modest to believe that I had it in me to be one." (*English*)

Time of Decision-Making

These individuals typically did not choose college teaching until some years after receiving the bachelor's degree, with only 37 per cent indicating, in the questionnaire study, that they had seriously considered this field while still undergraduates. But occasional persons said that they had begun to think of this possibility even before entering college:

"The whole slant of my family was toward the teaching-preaching professions." (*Mathematics*)

"My eighth grade teacher told me that I was a good student and should look forward not only to college but to graduate work and college teaching." (*Political Science*)

The college years were the crucial ones for certain other persons, who spoke of how individual professors had influenced them to consider this field:

"When my professor of English suggested that I consider college teaching as a possible career, it was as though a light dawned, for I felt that this would coincide with my interests." (*English*)

"While an undergraduate, I made friends with a number of faculty members and was much intrigued with their life as college professors. The idea of being one came to me at that time." (*Psychology*)

"By my junior year in college, I knew some professors well and began to realize that the profession as a whole was attractive to me." (*Physiology*)

"A very dynamic chemistry professor was the most influential person in my decision to become a chemist and a college teacher. . . He turned out or helped to produce forty-eight Ph.D's in this field." (*Chemistry*)

Usually, however, the decision came later, sometimes during the early years of graduate study, but often after years spent in other jobs:

"It was not until I was a graduate student that I felt enough identification with a professor to want to be a college teacher myself." (*Psychology*)

"When I graduated from engineering school, I took a railroading job, then received an army commission, and later worked successively on a geological survey and in a hydraulics laboratory. When the veterans' bulge came, I was asked to join the University staff." (*Civil Engineering*)

"I started out to be an engineer, then switched to law. During the depression I was invited to take a special job as a research assistant since I couldn't get much to do in my practice. This worked into a college teaching job, and I have never regretted it." (*Law*)

Reasons for Choosing College Teaching

Faculty members included in the Minnesota study had selected this career for many different, and sometimes conflicting, kinds of reasons. Some reported only one major motivation; others mentioned a variety of factors—both internal and situational—that had influenced their final decision. Careful study of the interviews and questionnaires suggests that these teachers might be divided into three fairly distinct groups, based on the factors that had most strongly influenced their decision.

The first group consists of persons with strong allegiance to a particular discipline, which they felt could be best served by faculty membership. Among the 31 per cent of the present interview sample who seemed to belong in this group, these were typical comments:

"I only knew that I wanted to draw and paint and do creative things." (*Graphic Arts*)

"I had an overpowering drive to learn and to add to the world of knowledge by doing research." (*Pharmacy*)

"It was the subject of mathematics that appealed to me. . . and urged me in the direction of academic life. . . I like teaching because it enables me to do the kind of research in which I am particularly interested, and I can have professional relations with other mathematicians." (*Mathematics*)

"I can never remember a time when I did not want to be a scientist, and particularly a biological scientist." (*Agricultural Science*)

"My real goal has been the advancement of learning. . . This means research. . . Scholarship comes first. . . Everything else, including teaching, is secondary." (*English*)

Most of these individuals were teaching in the natural sciences or mathematics, chiefly at the University of Minnesota, although the humanities departments of certain large colleges also drew a number. They seemed to view college teaching chiefly as a way of financing a life of scholarship and research in a particular field. Others in this group were genuinely interested in transmitting knowledge, but their major concern seemed to be the subject rather than the actual task of teaching.

A number of these individuals—particularly the older teachers in the humanities—apparently had little choice. They indicated that, at the time they entered the profession, college teaching was almost their only real prospect of employment. Now, of course, there are multiplying

jobs in industry and government to beckon younger specialists in foreign language and allied fields.

Persons whose strong desire to *teach* in college had impelled them to enter this field, constitute a second and relatively small group, including 18 per cent of the present interview sample. A few of these individuals said they had long aspired to be college teachers, being influenced in this direction by parents or relatives in the profession. Others mentioned the skill and dedication of some of their own college teachers as the major influence in their choice of the same career.

"First, I wanted to be a teacher; second, I wanted to be a biology teacher, and then I found [as an undergraduate] that I wanted to be a biology teacher in college." (*Biology*)

"I planned to be a college teacher because I like to see students' reactions to literature, and enjoy being in a classroom situation where my students and I are forced to think and to re-evaluate our ideas." (*Language and Literature*)

"From the time I was an undergraduate I knew that one day I would like to teach in college and to make teacher education programs better than those I had." (*Elementary Education*)

Study of the interview records suggests that individual professors often strongly influenced students in this direction, and that this was particularly true in small Protestant or secular liberal arts colleges. There was less evidence of this influence in the larger universities or in Roman Catholic colleges, perhaps because students in these instances find it harder to identify themselves with their teachers. About 40 per cent of those who said that they had been deeply influenced by a teacher noted that this had happened during their graduate studies, sometimes when a graduate adviser had taken time to discuss the advantages of college teaching with his candidates. Opportunities for actual teaching experiences as undergraduate or graduate assistants had likewise stimulated or heightened the interest of some students in such a career.

Often it is not so much what the teacher does that sways a student in this direction as the type of person he is. One man from a small liberal arts college, commenting on the influence of one of his teachers, said: "The thing that impressed me most about this man was that he was a scholar." Another was swayed by the fact that his professor treated him "like an individual." One chemistry teacher explained that the man who had had the greatest impact on his decision to join a college faculty had been "like a father to all his students," a description that seemed to fit many other teachers.

One of the clearest statements of a true "teaching" motivation was expressed by a man who said that he had chosen this career because of his overwhelming desire to work closely with students, and to share with them his enthusiasm for, and knowledge of, the subject matter at hand; one of the prime functions of a teacher is to arouse this interest.

The final group, which included half (51 per cent) of all these faculty members, had never really aspired to be college teachers, and found themselves in this career largely as a result of chance happenings:

"I got into the field entirely by accident." (*Pathology*)

"I'm not at all sure that I would have tried college teaching except for these rather unique and fortuitous circumstances." (*Law*)

"I was in a high school that also housed a junior college, and began to teach a course or two now and then. From that I 'drifted' over to college teaching." (*Literature and Writing*)

"Sore feet [as a department store manager] gave the nudge in the direction of college teaching." (*Industrial Arts*)

"The good Lord had to almost kill me to get me into college teaching." [An illness had kept him from managing a family farm.] (*Mathematics*)

Two sub-groups of approximately equal size could be distinguished among those who had not really planned to become college teachers. The first of these was made up of persons who had originally prepared to teach in elementary or secondary school, but who later joined college faculties, often to their considerable surprise. The remainder had entered other fields, such as law, engineering, dairy husbandry, and pharmacy, but were called back to join the teaching staff in these fields, or were given such offers directly upon completing their graduate programs.

Like a number of other faculty members, one home economics teacher at the University said that she had never thought about college teaching until, as a high-school teacher, she had received a letter offering her such a job. A man now teaching education courses in a private college reported that he had been recruited while he was visiting his brother who was on the staff. Similarly, a high-school mathematics teacher, who often used the library of a small private liberal arts college, was spotted by a department head who needed a man in his particular area. Sometimes the person accepted the offer largely because of his high regard for the individual extending the invitation. It was interesting to note how many of these people whose entry to the field was rather accidental had believed that "a person had to have a Ph.D. or at least something very close to it to enter college teaching."

Some individuals reported that they stayed on in the institution where they had done their graduate work because of their "respect for the Dean who offered me a job," or "for the chance to work with Professor" Characteristically, these individuals had been somewhat undecided as undergraduates about their choice of a vocation. Although almost all of them expressed considerable interest in a particular subject, they seemed to have had little specific idea of how they might capitalize on it vocationally. Some of them were, therefore, not hired away from another job, although they would have undoubtedly gone into some other line of work, had not a college teaching job been

offered. Noting the number of people who are drawn into college teaching rather accidentally, a professor of educational administration said:

"If we ever hope to fill our recruitment goals, we cannot wait for people to come to us, but should go out instead and offer jobs and persuade people to change. . .to college teaching, and make the offer attractive enough to win them over."

Implications

One major finding from the present analysis of faculty members' motivations is that there seems to be no such person as *the* college teacher. This does not mean that college teachers cannot be distinguished from the general population in certain respects, but the variation among such teachers in interests, outlooks, motivations, and basic values is impressive. In recruiting candidates to this field, it is clearly not safe, therefore, to assume that prospective college teachers will respond to the same kinds of career appeals. Rather, the present findings point up the need for personalizing recruitment and retention procedures—a task that will require penetrating studies of the dynamics of career choices in this field.

The fact that many individuals choose to be college teachers because of their deep interest in a particular subject suggests the importance of stressing this aspect in future recruitment efforts. People who are achievement-oriented and want to continue scholarly work in a particular discipline must be helped to see that college teaching affords the best means for continuing and expanding these interests. But care should also be taken to explain and clarify teaching duties, so that such a position is not viewed merely as a subsidy for continued study. Candidates should understand, for example, that in most undergraduate colleges research is considered the "dessert" rather than the "main course" in the life of a teacher.

The decision of numbers of other persons to join college faculties because of their primary interest in teaching suggests the role that superior school or college teachers may play in recruitment. Education as a profession needs to be strongly emphasized at all levels, and undergraduate teachers can assist in this effort by providing intellectually challenging classes and by encouraging their ablest students to explore their own interests and talents for teaching. Graduate professors also have an important role to play, and might learn how to use teaching assistantships and internships more productively in developing such interests.

The large number of people who characterized their entry to this field as accidental underscores the need to challenge promising students who are apparently bound for other careers, or who are still undecided

about their life-work. The evidence of "drift" revealed in the present study is so overwhelming as to call for a concerted effort, in every college and graduate school, to stimulate outstandingly able students to consider career opportunities in college teaching. If proper recruiting procedures had been used, many who came into the field more by chance than by clear design might have reached an earlier decision and prepared better for their faculty responsibilities.

The above findings suggest that the task that colleges face in recruiting good candidates is even greater than the staggering figures on needed faculty may suggest. Although occasional professors had made valiant efforts to reproduce their kind, few of those presently on the staff had been deliberately recruited to the field. Many more are now teaching in college because of the dearth of other job opportunities during depression years, or because colleges had raided high-school staffs or the ranks of professional practitioners to get the teachers they needed. Such opportunistic bargaining may once have sufficed to fill college posts, but it cannot supply the great number of competent teachers needed in the decade ahead. Without clear and effectively implemented policies for staff procurement, the flood-tide of students will arrive at college gates but not the teachers qualified to instruct them. And it is such "scholar-teachers" who alone can give meaning and significance to the American people's insatiable desire for more education.

II. Appraisals of This Career Choice

Although several studies suggest that college teachers generally like their work, little has been known about their specific job satisfactions. The findings set forth in this section indicate the varied satisfactions and dissatisfactions of these Minnesota faculty members, and point to certain wider implications.

Satisfactions of College Teachers

Running throughout the replies, both on the questionnaires filled out by 706 faculty members and in the later interviews conducted with 87 randomly selected respondents, were many comments reflecting the strong feeling of pride that most participants had in being college teachers. It was interesting to note (*see Table 1*) that the largest number of reasons given for liking this field centered around *the nature of the work* that college teachers do, indicating that the job itself is usually intellectually challenging and satisfying. Next frequently mentioned were favorable *conditions of service*, including flexible teaching schedules, pleasant associates, and longer summer terms for study and travel. Least

often cited were *tangible rewards* for such service—salaries, tenure arrangements, and various fringe benefits.

Expanding on these values in the interview situation, faculty members illustrated why they like college teaching and hope to continue in it. Some expounded the advantages of the scholarly life, with the opportunities this may afford for continuing study and reflection. Typical of this group were the following statements:

"I am tremendously fond of learning, and this is one situation where a person can do what he wants to do and still earn a living." (*English*)

"I like all the time to be learning things." (*Forestry*)

"The teaching life is terrific, including the stimulating contacts one has, the flexibility of scheduling one's own activities." (*Chemistry*)

"One exceedingly important advantage is that a person has control of his own time and therefore has a chance to contribute to his field through research." (*Pharmacy*)

Others cited major satisfactions that had come to them from working with students. Many teachers remarked that "college students, faculty, and administrators are stimulating company." Others like "working with the best of our potential leaders," and "the stimulus that comes from association with young and active minds." Some persons who entered the profession in order to continue study and research in their particular field reported that, unexpectedly, their main satisfactions now center in teaching and working with students. Note a typical comment:

"At the beginning of my career, I was doing the teaching for the sake of being in a position where I could do research; now I feel that I do some research in order to stay in teaching." (*Modern European History*)

A number of faculty members commented on their particular liking for college-age young people, sometimes contrasting these students with the adolescents they had earlier taught in high school. They declared their preference for students of greater ability and maturity:

"I like to teach young people of college age, for their patterns of thinking are not set yet. . . I am trying to make them more argumentative." (*Classics*)

"I like the maturity of college students. One can kid with them outside of class and yet when one closes the rehearsal door and indicates that it is time to do some serious work, everyone settles down." (*Music*)

"I like to see freshmen, sometimes with tremendous prejudices, mellow and grow more philosophical as they get more information. . . about the world and their responsibilities." (*English*)

"I enjoy teaching freshmen. . . I like them as people and like especially their freshness of approach to life." (*Biology*)

"Beginning students are more excited about their work in college, so they are fun to work with. Upperclassmen are harder to challenge." (*Art*)

Other college teachers emphasized the social values of teaching, pointing out how much it meant to invest their lives in something of permanent worth and significance, aimed at improved human living.

TABLE I
MAJOR SATISFACTIONS OF A COLLEGE TEACHING CAREER*

<i>Types of Satisfaction</i>	<i>Faculty in 4-Year Colleges (N=576), Per Cent</i>	<i>Faculty in Junior Colleges (N=130), Per Cent</i>
<i>Nature of the Work</i>		
Association with college-age students	30.6	33.1
Helping young people grow	17.1	19.3
Observing students' growth and success	20.8	25.4
Transmitting knowledge	8.7	6.2
Working and studying in own field	18.6	21.5
Opportunities to influence young people	6.1	9.2
Sheer enjoyment of teaching	7.1	1.5
Range and variety of activities	1.6	0.8
Others	2.6	2.3
<i>Working Conditions</i>		
Able and well-motivated students	11.8	22.3
Fine colleagues and administrators	25.0	13.8
Intellectually stimulating associations	28.8	26.9
Opportunities for research	8.7	0.8
Opportunities to attend professional meetings	1.0	0.0
Desirable environment	7.1	1.5
Freedom and independence in work	16.7	15.4
Others	6.4	3.1
<i>Appreciations and Rewards</i>		
Security (salary, tenure, etc.)	1.4	1.5
Prestige or general recognition	4.3	4.6
Sense of social usefulness	8.8	8.5
Appreciation expressed by students	3.0	3.8
Recognition by administrators	0.4	0.0
Personal satisfaction	4.5	7.7
Others	0.0	0.8

* Based on free-response comments of the 706 participants. Each person indicated two or three major satisfactions experienced in his faculty service, with the replies categorized later.

"My greatest satisfaction lies in work with students, for through them I am able to communicate with society." (*Political Science*)

"I am in a better position to influence the profession of veterinary medicine by being a faculty member than a private practitioner." (*Veterinary Medicine*)

"It was not the contemplative life of the scholar that got me into teaching but rather the opportunity to do something practical about improving the profession and training better lawyers." (*Law*)

"You can leave more for posterity if you are a teacher than from any other occupation." (*Civil Engineering*)

Many faculty members also spoke appreciatively about the fine colleagues they had, sometimes pointing out that they had not realized, until after they actually got into the field, how great a source of satisfaction the academic community itself would be. Repeatedly they remarked about "the companionship offered by the faculty," observing that "this intellectual comradeship far exceeds that possible in business or

industry." College communities were also valued as "a nice place to bring up the kids."

One major satisfaction, which was noted more frequently in the interviews than the questionnaire returns, had to do with the freedom and independence college teachers enjoy. College teaching may be one of the last strongholds of the so-called "rugged individualist," affording a greater measure of autonomy than most other professional and managerial jobs; persons who had been in the field for some years seemed to value this fact particularly. Next to having no immediate "boss" and being free to schedule one's own time, an important specific consideration was the nine-month year, affording opportunities for travel and independent study. Many faculty members were quite expressive in discussing such advantages:

"I can be more creative in a college teaching job than stuck in an office. I need time to think." (*Chemistry*)

"You don't have to contend with the parents or school board officers; there is much more freedom of speech and operation." (*Education*)

"You can drop a piece of research when you get bored." (*Mechanical Engineering*)

"The only people who can afford to be eccentric are the rich and the college teachers." (*English*)

"This is one of a few professions where you can be extremely creative on your own. No one is cracking a whip over you." (*Psychology*)

The interviews corroborated certain institutional differences in patterns of satisfaction which had been suggested in the questionnaire replies. Faculty members in small colleges, for example, were more likely to emphasize teaching as a means of "making a contribution to society" than were teachers in the larger institutions. University staff, on the other hand, seemed to be more concerned with the advancement rather than the communication of knowledge—in other words, with research rather than teaching. As one university professor noted, "It is the possibility of doing research that keeps people in teaching rather than industry." Many of the interviewed faculty would agree with the man who urged each college to clarify and pursue singlemindedly its ideal of education:

"It may well be that certain types of institutions *should* develop a program of faculty recruitment principally on economic attractions. Others should reaffirm as vividly as possible that learning is delightful in itself, or that religious factors override all others in importance." (*Music*)

Other satisfactions seem to center in the particular college or community in which the individual worked. Teachers in small towns generally liked this kind of atmosphere, often commenting enthusiastically on the richer campus life, the "nearness of woods and lakes," and "the excellent hunting and fishing" these provided. In contrast, faculty members on the main campus of the University of Minnesota often cited the

excellent libraries and cultural facilities of the University and Twin Cities area. One surprising finding was that many teachers preferred metropolitan areas because they "didn't feel that they were being watched." Evidently they perceive a college teacher in a small town as being too much in the public eye, much like the minister or high-school teachers.

Church related institutions held special attractions for a good share of their staffs:

"I like to watch the maturing and general development of students from a spiritual as well as an intellectual point of view." (*Sociology*)

"To me college teaching is essentially a religious career because one is leading students to search for and find truth in all the liberal arts, and ultimately this can be done only with a religious perspective." (*History*)

"My greatest satisfaction comes in seeing students and graduates exert a real Christian influence through their work and community activities." (*Business Education*)

The teaching of teachers seemed to be a great satisfaction, almost a calling, for many faculty members in the state colleges:

"The people I work with come with a specific goal and are highly motivated—they want to be teachers." (*Elementary Education*)

"Teacher education is challenging, and fully worthy of the time and devotion it requires." (*Speech*)

Although junior college faculty members were not as generally satisfied with their careers as were teachers in four-year colleges, they often noted some compensatory advantages in teaching at this level. These included such things as "greater opportunity to counsel and to come to know students well"; "closer relationship with the local high schools and immediate community"; and "considerable freedom to function without the usual departmental hierarchy."

In summarizing how they felt about their jobs, many college teachers strongly expressed their loyalty and dedication to this career:

"The academic life is just wonderful—I like my students, I like my research, and I like to write up the results of my studies." (*Psychology*)

"I can think of no greater challenge to one's best abilities than to help college students think and decide for themselves on the great issues facing man." (*History*)

"All my job is fun." (*Physiology*)

"I have found that all the indescribably good things about teaching are so." (*Graphic Art*)

Career Dissatisfactions

Faculty members in every type of college were principally dissatisfied with their low salaries (see Table 2). And when faculty members talked about financial returns, they clearly had in mind a salary that would enable them to support their families without taking on outside work. One young faculty member expressed what seemed to be a commonly

TABLE 2
MAJOR DISSATISFACTIONS OF A COLLEGE TEACHING CAREER*

<i>Types of Dissatisfactions</i>	<i>Faculty in 4-Year Colleges (N=576), Per Cent</i>	<i>Faculty in Junior Colleges (N=130), Per Cent</i>
<i>Demands of the Work</i>		
Too heavy class load	5.4	9.2
Too long hours	5.7	6.2
Too much preparation	3.0	6.9
Too much work outside teaching	6.6	14.6
Excessive committee work	4.9	5.4
Too much red tape and routine duties	14.4	9.2
No time for study	5.7	4.6
No opportunities for research	5.2	2.3
Others	4.7	5.4
<i>Working Conditions</i>		
Poor or unmotivated students	12.0	14.6
Poor faculty attitudes	1.2	1.5
Narrow interests of colleagues	5.0	3.1
Poor intra-faculty relations	3.5	2.3
No policy-making by faculty	4.3	3.8
Poor facilities	4.9	3.9
No opportunity to attend professional meetings	1.0	0.0
Classes too large	3.0	0.8
Others	5.2	3.8
<i>Rewards, Appreciations</i>		
Poor salary	47.2	43.9
Low status of profession	1.9	3.1
Inadequate appraisal of work	0.9	0.8
Little student appreciation	0.4	2.3
Little recognition for good teaching	1.2	0.8
Little appreciation of contributions	1.9	1.5
Degrees overemphasized	1.7	1.5
Stress on research too great	1.0	0.0
Slow promotions	1.6	1.5
Others	1.7	3.8

* Based on free response comments made by the 706 participants. Each person indicated two or three major dissatisfactions experienced in his faculty service, with the replies categorized later.

held view, namely, that "any concern for salary is of economic necessity, not an evidence of grave dissatisfaction with the profession." Others emphasized the injustice of such low pay:

"When I see what wealth is displayed by the families of some of our students who are paying only moderate tuition costs, I get madder than ever." (*Psychology*)

"Physics and math and chemistry teachers must devote their lives to preparing engineers for industry, who will earn several times the teacher's salary . . . They are subsidizing industry by training the young people that industry needs to carry on." (*Physics*)

If a teacher's "pursuit of self-improvement is hampered by tight finances (the theatre ticket given up, the new book unbought) and if the course of his reflections is interrupted by the constant nagging of his budget, his effectiveness as a teacher is bound to be impaired. Further, the authority of the teacher

to a degree depends on the respect accorded him, a respect which seems to be reflected in the amount of salary society is willing to pay." (*English*)

Teachers also complained, particularly in the interviews, about the dearth of funds for research, advanced study, and trips to professional meetings, saying that this seriously handicapped them in making their best professional contribution.

A second major dissatisfaction expressed was with the heavy work load, which mortgaged hours that these faculty members sorely needed for professional study, reading, and significant non-academic interests. Some teachers cited chapter and verse, sketching in considerable detail the number and size of their classes, the multitude of extra-class duties that they were expected to perform, and the incessant demands levied against their time by community groups:

"I am spread over too many areas, and should like to specialize a little more." (*Political Science*)

"My broken schedule makes research difficult." (*Music*)

"My closest contact now with writing is in the advising of Master's theses." (*Commercial Education*)

"I have no time for contemplation, to say nothing of trying to do any writing." (*Religion*)

"It is getting unbelievably difficult to carry my total load, and I am getting tired of trying to do so." (*Psychology*)

"I feel that I am being stretched much too thin." (*Dietetics*)

It may be significant that those registering protests about their workloads were chiefly young teachers who had been assigned less attractive courses and more work because they were new on the staff. Excessive teaching loads posed such a grave problem at one institution that every faculty member put it high in his list of dissatisfactions.

Complaints about pyramiding committee and administrative duties were also registered almost everywhere, but with particular fervor at the University of Minnesota. Many teachers apparently agreed with the man who said that he should like "more time devoted to academic interests and less to making the wheels go around." In the smaller schools there was also considerable dissatisfaction with faculty meetings, frequently called "dull" and "useless."

Other complaints were directed at inadequate facilities, including "grim and dirty" faculty offices, which were occasionally contrasted with "the plush quarters of administrators," and at the dearth or total absence of clerical and secretarial help. Inadequate janitorial service also imposed a serious problem, especially for teachers who make extensive use of laboratories in their teaching. The lack of any special parking facilities for the academic staff provoked bitter criticism in one institution, with several persons putting this first in their list of complaints.

Some dissatisfactions were also expressed with practices governing

academic promotions. The "publish or perish" theme was strongly criticized by some, while others observed that good teaching seems to be rarely identified or rewarded:

"This puts the cart before the horse. . . . If a man has to do research and publish to get promoted, then he does sloppy research or inconsequential research and bad writing. This is the principal cause for the proliferation of mediocre articles in American university circles. It takes all the fun out of it. . . and all the really good research out of it, if you *have to do it*." (*Mechanical Engineering*)

"As long as teachers are rated and promoted salary-wise on the basis of factors other than teaching, they would be fools to waste time and effort in becoming better teachers." (*Business*)

Administrative-faculty tensions were evident in a number of institutions, with occasional faculty members affirming that "the biggest single cause of loss of strong staff is bad administration." Particular resentment was expressed about deans or department heads who "foist courses upon teachers without consultation" or who "disregard faculty wishes on important issues."

A few teachers commented on the poor quality of their students, saying that this situation detracted considerably from their own satisfaction with teaching. An industrial arts teacher, for example, spoke regretfully of "the waste of time that the faculty puts in on people who shouldn't be in college at all." Others objected to "spoon-feeding" approaches and suggested that by awarding degrees to students who had taken little responsibility for their education, college teachers tend to "lower the status of the profession."

Implications

The present analysis of faculty members' reported satisfactions and dissatisfactions has yielded a mixed picture of how college teachers in one state view their jobs. In general, the perceived assets clearly outweigh the cited liabilities or deficiencies in this career—a fact which corroborates the readiness of five-sixths of these teachers to reaffirm this present career choice.² In addition, the reasons why these individuals entered college teaching were generally reflected in the satisfactions which they reportedly derived from it. But again there were some interesting and suggestive differences.

The new satisfactions which develop as a person continues in teaching merit study to determine whether these shifts occur because the needs which initially motivated the individual to enter the profession are not being adequately met. The dissatisfactions expressed by some of the older teachers seemed to reflect unmet needs for security and significant achievement. Since the satisfactions centering around "freedom and independ-

² *Op. cit.*, p. 26.

ence" had not been prominently mentioned as reasons for entering college teaching, they may have developed as a kind of defense mechanism because some other needs, such as those for prestige and scholarly accomplishment, were not adequately fulfilled.

The attractions that particular kinds of institutions have for certain staff members should likewise repay careful study. Except for the University of Minnesota, where the cultural advantages of living in a metropolitan area and having adequate facilities for research attract many people, the patterns of satisfactions experienced in particular institutions were seldom known until the individuals had been teaching there for some time. If these special advantages were effectively communicated, these institutions might recruit more and better teachers.⁸

Low salaries cause such acute dissatisfaction that they become a basic topic in almost any discussion of teachers' attitudes. A number of these faculty members pointed out, however, that the salary question is currently being pushed out of its proper perspective. As one individual stated:

"It may look to the outsiders as though college teachers are money-hungry individuals, looking for all the raises they can get. Instead, they are merely people who are trying to obtain salaries adequate to support their families without resorting to outside work."

Administrators might also take note of faculty dissatisfactions with relatively small things, such as the dearth of janitorial and secretarial services, for many teachers seem quite frustrated and embittered because all their work is not of a truly professional calibre. Policies governing academic promotions also justify more study than they are currently getting. Although teachers agree that good teaching should be rewarded, they are seriously divided as to how the necessary evaluations might be made, suggesting that this problem needs to be carefully explored on local campuses.

Taking an over-all view of the satisfactions and dissatisfactions expressed by these faculty members, it appears that most college teachers are reasonably well satisfied with their profession and that the vast majority would again choose the field, given an opportunity to review their decision. Although they found many justifiable reasons for complaint, few felt that these frustrations outweighed the deep and abiding satisfaction the profession affords. The present study testifies to the strong dedication of those now teaching in college. It also points up the urgent need to give such persons—and the tens of thousands of other men and women who must be shortly recruited—full opportunity, through reasonable salaries and working conditions, to make their best professional contribution.

⁸ The Bureau of Institutional Research at Minnesota is currently studying faculty members who received recent job offers and those to whom the University extended such offers, to identify factors that influenced these persons to accept or reject such proposals.

*Faculty People and College Power*¹

By Arthur J. Dibden

Knox College

The relationship which faculty members should have to the structured power of an independent college is of great concern to hundreds of faculties and administrations. In what follows, special attention is given to a possible rationale for faculty involvement and representation in college power decisions. Such pockets of power as "football" alumni, prospective donors, mother hens of a sorority, or the key professors in major universities who may write the decisive letter of recommendation concerning a new faculty member are difficult to ignore, but little attention will be given to them since the focus will be primarily internal. Some tentative recommendations are offered in conclusion.

These present comments on faculty personnel and college power are not just another barrage in a continuing cold war. They have their background in the following: a philosophic interest in the nature and ethical tensions of the administration of power—whether in a college or business or nation; a recent position as state chairman of a standing committee on The Role of Faculty in Administration under the Illinois Conference of the American Association of University Professors; reflections on more than ten years of college teaching, including recent membership on a committee which sits with the dean of the college; and exploratory reading of several current articles and books which, by their relevance for the theme of this essay, confirm its contemporary importance.

As an additional preliminary, a word about power seems advisable. In its broadest definition, power means capacity to produce effects. Those who may consider the category of power too harsh for the niceties of college life should recall how the theme of power has long fascinated men who have seen in physical, social, economic, political, military, religious, or status power the means and mark of human success, or who have viewed a necessary fall from power as an example of human tragedy. Use of the category of power for various kinds of analyses can be illustrated by Machiavelli's *The Prince*, Bertrand Russell's *Power*, or Andrew Ushenko's *Power and Events*. In a college, references to power are

¹ An expansion of remarks the author made at the Illinois Conference of the American Association of University Professors, October 27, 1957, and at the Midwest Faculty Conference at Grinnell College, September 3, 1958.

usually references to the final agency of legal control (such as trustees); the source and distribution of money; administrative control in appointments and dismissals; centers of decision—such as committees, departments, or administrators—which may affect matters ranging from new courses to sabbaticals to promotions; the status of a person among colleagues or within his discipline; or the “weight of opinion”—whether of a faculty, students, society, or even faculty wives. There are also personal elements like charm, longevity, brilliance, bitterness, or friendships which have their influences. And a certain amount of power comes from the images which adult members of the college have of themselves, of their role, and of the ideal college. But these elements, important as they are for one’s humanity and society, cannot all be handled by the formal patterns of organized power.

It is these formal patterns, however, which faculty people can consciously work with or against. They are illustrated by the organized relationships of trustees, administrators, and faculty members. Attention is focused here upon those structures and groups having capacity to make major decisions via formal channels about college policy and about professional destinies of faculty people.

The development of a faculty member’s interest in the power structures of his college usually is not an integral part of his professional training. It customarily has a personal or situational basis and growth.

Some faculty members may be frustrated because their best expectations about the quality of education may have been blocked, by an impatient, or paternalistic, or authoritarian, or insecure administration. Certain teachers may be personally angry at individual administrators. Some faculty members might have been thwarted in their educational planning and productivity by budget curtailments or departmental squeezes. Some may have been unduly sensitive to administrative slights or stupidity. Others are probably worried about salaries or tenure or increasing work loads. There may be concern about the methods of groups which attempt to influence administrative action or inaction in regard to students in trouble, athletic policy, “controversial” teachers, or similar touchy matters. Moreover, it is likely that such teachers dream of the way their frustrations would be resolved if they had more administrative power over promotions and budgets. Related to the belief that the pastures are greener on the other side may even be a hidden or conscious drive for greater power and glory—and money. Thus, actual infringements of assumed faculty rights, or blows to status and pride and welfare, or even a neurotic desire for failure in pursuit of success, may all contribute to pleas for greater faculty power in the decisive operations of the institution. All this is an old story, and to it should be added the sad truth stated by Logan Wilson, in a booklet en-

titled *Faculty-Administration Relations*, that "the real problem people on most faculties are not the obstructionists, but the mediocrities."

A second and more affirmative type of concern arises from a scholarly or statesmanlike view of college affairs. A faculty member seeking a broader perspective on college operations could admit the presence of frustrations and might join in requests for improvements in working conditions, human relations, and budgets. But this interest in the role of the faculty in governance could emerge not so much from personal frustration as from his awareness of educational and civic principles which should be operative whether faculty-administration tensions are excessive or normal. To defend those principles logically is to propose a rationale for faculty participation in college governance.

II

A central focus for this rationale would be the working philosophy, the basic structure, and the educational purpose of a modern college. What is the true nature and purpose of a college? Is it primarily a setting and fusion of "teachers and the taught," as President Sills of Bowdoin once defined a college? If so, and if a faculty is the operating heart and mind of that community, and if excellence in education is the primary goal, and if our democratic ethos serves as a general context for discussion and action, does not the faculty's function as the continuing and central core in education require the participation of faculty members not only as classroom workers but also as policy makers? The answer is "yes."

On a rather elementary level one could certainly argue that those who wear the shoe and learn to know where it pinches should have the right and freedom to put it on. Even the most solitary of scholars could probably peep out from his monastic office long enough to offer concrete illustrations of the manner in which many decisions in a college—from class loads to tenure to promotions to janitor service—have directly affected the professor's academic life. There may not be unanimous agreement with one college president who was heard to assert, "a faculty is the heart of a college." Nevertheless, all academic people agree that a faculty is the indispensable senior partner in the two major functions of an institution of higher education: teaching and learning. A faculty is the work horse for many nonclassroom activities, the inevitable salesman for the institution, the normal focus for alumni memories—and the necessary teaching corps. Now all this may be asserted as fact or as praise. But are faculty members who see the fact and hear the praise nonetheless deprived of the powers of decision on significant educational matters? Are they honored in speeches but ignored in the practice of those basic judgments which fundamentally affect their dignity as teach-

ers, their effectiveness as teachers, and the general "climate" of their teaching and research? If so, change is in order.

III

A first reason, then, for advocacy of a faculty's proper share of college power is the need of faculty members to exercise dignity and to influence their environmental destiny. Without intending to detract from the prestige or contribution of administrators and trustees, we can assume that teachers are the vital core in the task of educating students. It therefore seems appropriate that they should have an active role in determining the specific goals and operating conditions of that important task. To encourage their participation and responsibility in the government of an institution would be an exercise of sound human relations, as well as a practical invitation for them to play an active role in the program for improvement of the institution's services. Here is one valid rationale. And many a college does provide for faculty decisions on "educational" policies. A college or university customarily offers a wider home to a participating faculty. Surely a faculty should take part in the decisions affecting its own destiny and dignity in that home.

A second reason relates to the extension of relevant principles of our common democracy into the life of an institution which educates in ideals as well as in facts. If a college is not only a small society within a larger society but also a rational mirror of an ideal society, it would seem to have a special responsibility to work out practical implementations of those larger ideals which it serves. Let us affirm that democracy, both as a practice and as a theory, is one such larger ideal. Just what "democracy" means for college governance is a proper topic for inquiry by faculty members and administrators. Probably few would interpret it in terms of ancient Greek equalitarianism. But its representative aspects and its motifs of justice in fraternity and of freedom within law would surely be among the relevant implications.

And, finally, for a third reason, there seems to exist within the very commitment to teaching, within the very process of instructing by precept and example, a principle of saying and doing which suggest that, in order to be whole persons and to do their proper job, faculty members should be *doers* as well as *talkers*, makers as well as servants of policy. Through the creation of opportunities for the teacher to function democratically in practical ways, a necessary adjunct to the teacher's role as exponent of theory is produced. With the union of the two—the scholar in action and the scholar in thought—a very significant internal image is established, an image which is beneficial to the teacher and to the public. The use of distant illustrations of democracy at work might be safer for

classroom reference than examples from one's own domain, but the distant samples lack the immediacy and concreteness of patterns taken from the teacher's and student's daily commitments and actions in the academic community. And when the teacher has clarified his contemporary ideas about education, democracy, human relations, and responsibility, he must feel a curious blankness if he can never apply such standards to his immediate institution. These and similar thoughts on the application of principle to practice explain why responsible faculty people are concerned about the basis and direction of college power.

A rationale for faculty involvement in the structures of college power is provided therefore by the assumption of a faculty's centrality in the educational life of a college, by the implications of a democratic government and ethos, and by a theoretical-practical dialectic in teaching.

IV

What are the consequences which might follow this recommended involvement of the faculty in the government of an institution?

There is a legend about complete control of college power by faculty people. In view of our academic traditions, of the mixtures of power in our pluralistic and democratic society, and of the energies required for excellence in teaching and research, this legend can be considered a delusion. It is neither a useful Utopia nor a practical goal. From the rationale presented above, we can instead draw recommendations which would improve rather than remove all present patterns of authority.

First, there should be some cooperative examination by a faculty of its internal image. In addition to individual images of the teacher or the scholar, how does a faculty define itself *as a faculty*? Does it exhibit in its assumption and attitudes or declarations the outlook of corporations, labor unions, small entrepreneurs, service clubs like the Rotarians, or perhaps the monastic hermit? There are probably several roles a faculty may take, but as a participant in college government it probably should consider itself a parliament. Its faculty meetings should exhibit real parliamentary flair for duties consultative, deliberative, and legislative. Such a context requires, of course, explicit areas of academic policy and implementation recognized by trustees and presidents as a proper domain of a faculty. The scope of those areas should be indicated by the faculty committee structure. Though conditions vary, it would seem that faculty committees (which could include, of course, some administrative members not elected by a faculty) should represent faculty concern in major areas of college policy, such as admissions and scholarships, student affairs, curriculum, intercollegiate athletics, selection of the president and the dean, budgets, appointment and promotion and dismissal (especially for

"cause") of faculty members. These committees should operate under the faculty parliament, and, perhaps, under a faculty Executive Committee, and should, in principle, report to that parliament as well as to proper administrative personnel. An important factor of such committees is obviously their selection, composition, and tenure. Common practice recommends staggered years of service, and a mixture of election by the faculty parliament and selection of a minority by the administration.

One problem to which the faculty parliaments should give more attention is the determination of when and how an individual becomes a voting member of the parliament. This determination, of course, is more difficult in large universities which have many nonteaching staff members and part-time lecturers. But even colleges with faculties of less than 100 must face the same question. It seems best to emphasize inclusion of those appointed by the college (as against acceptance of the individuals who are members of the teaching staff essentially by virtue of affiliation with some outside agency), and perhaps those having some special research functions. But this is a difficult problem. Another problem is posed by certain administration aids, whose attendance at faculty meetings is probably necessary, but whose right to vote is questionable.

Proper operation of the faculty parliament, the committee system, and the departmental functions, plus incorporation of the kind of suggestions given in Chapter 11 of *The Academic Marketplace* by Caplow and McGee, should provide sufficient countervailing power in the relations of faculty members and deans or presidents.

A second recommendation deals with the relation of a faculty to the governing board of the college. The trustees, when self-perpetuating, may parallel a faculty body in having long, continuing ties with a college. Administrators may come and go; faculties and trustees often remain. Teachers are becoming increasingly aware of the final power resident in trustees, and in many instances the exercise of this final power would be more effective with faculty participation. In the words of an A.A.U.P. policy statement, "There ought to be close understanding between the faculty and the board of trustees, and to this end agencies other than the president are required for joint conference between the two bodies."²

Here are some reflections about those formal relations. (1) The office of the president probably should be the normal medium of communication between the faculty and trustees. (2) It would be good policy and good psychology to have occasional meetings between an elected standing committee of the faculty and a regular committee of the trustees. (3) The Dean of the College (or Faculty) probably should be an *ex*

²"The Place and Function of Faculties in College and University Government. Report of Progress on Current Study." *AAUP Bulletin*, Vol. 39, No. 2, Summer, 1953, p. 304.

officio member of the board of trustees. (4) One or more faculty members probably should be regular members of the board of trustees for a stated period of years. If this recommendation cannot be carried out at a particular college, then (5) the faculty should be permitted to choose one or more board members from educators at other institutions. (Points four and five will be developed more fully in the following paragraph.) To this list of advisable relationships could be added occasional *ad hoc* committees of the faculty and trustees which could consider special problems confronting the college, such as the selection of a new president. Such a committee should have at least a minority of faculty members; by retaining a majority, the trustees could still exert their legal responsibility. Faculty representation on a joint committee to select a college president will make available certain valuable professional contacts and advice, will help to discover local concerns in the college, and will seek the judgment of people who must live and work with the president afterwards.³

The intricate problem of faculty participation on the board of trustees needs careful consideration. In those cases in which trustees permit election by alumni of short-term alumni trustees, the board has itself opened the door for the possible inclusion of faculty trustees. If they accept alumni merely because they are alumni, why not accept faculty members because they are faculty members? Surely a faculty is much more directly and presently involved in the furtherance of education than are the alumni.

The supporters of higher education are divided on the question of election of faculty members to governing boards which control institutions that appoint these same faculty-board members. If it seems unwise to choose board members from the faculty served by the board, there certainly could be no objection to the selection of educators from other institutions; and the faculty is the best qualified body to render judgments on these educators. Arguments pro and con, with respect to faculty representation on boards of trustees, should be weighed.

Against the proposal would be (1) the tradition that the trustees and faculty should be kept separate; (2) the fear that a faculty member who might report to colleagues about trustee meetings would undercut the role and the authority of the president; (3) the possibility of jealousy among the faculty concerning a member's special prerogatives.

For the proposal would be (1) an assumption that though the trustees and faculty have separate functions, they should both live in the same world and share a common devotion to promoting the life and learning of a college. A faculty member who becomes a trustee should meet the qualifications for that office, and he should not consider that

³ See Roger W. Holmes, "Faculty Participation in Selecting a College President," *AAUP Bulletin*, Vol. 43, No. 4, Winter, 1957.

he has a duty as trustee to report officially or unofficially to the faculty. His responsibility would be to the college rather than to the faculty. (2) Since faculty members have an immediate and professional concern for the working philosophy, the basic organization, and the educational purpose of a college, and since a governing board has the power to influence the context in which faculty members and students both live and work, a faculty should have direct or representative power of decision on essential policies in a board of trustees.

These assumptions seem to be valid: that there is as much justice in having a local faculty member on a board of trustees of an independent college as there is in having alumni representation; that the practicality of the appointment will depend a good deal on the mechanisms of appointment (whether election by the faculty, or selection by the trustees) and on the availability of qualified candidates (being a faculty member need not *per se* qualify one without question); and that such a move could do much to lessen barriers between groups who should be partners in the educational venture.

In any case, three concrete possibilities exist for possible faculty representation: (1) selection of an active faculty member by faculty election for a limited term on the governing board; (2) faculty election of a retired member of the faculty who is still vigorous and qualified, if there are sound objections to the designation of an active faculty member; and (3) if both of these suggestions do not seem feasible, the faculty should be given the right to select one or more persons in the country from the field of higher education as trustees.

Full implementation and a happy operation of all the problems of power and faculty participation mentioned here might bring more of a millenium than a busy faculty person could stand. But human nature, social pressures, and family envies could quickly draw us back to the familiar world of tension and hopes. Nonetheless, in these days of educational expansion and experimentation, attention should also be paid to the relations of faculty people to college power, not merely with reference to more satisfactory redress of grievances, but rather as an extension of responsibility, an enrichment of education, and a maturation of the faculty. There might even be greater efficiency and understanding.

The faculty's situation today in relation to college power is often a hodgepodge. Its confusion is compounded by struggle for status, secrecy over salaries, secular motives masked as sacred duties, and stereotypes perpetuated even by scholars. That college which has the courage and wisdom to establish definite, workable, limited lines of power for its faculty people, and which invites a faculty to exercise a significant role in the total formal life of the school, might discover very rewarding satisfactions—educational, democratic, intellectual, and practical.

Editorial Infallibility

or

More Pitfalls of Publication

By W. SILAS VANCE
Pan American College

Professor L. Clark Keating, in a recent article, "Pitfalls of Publication," gave much helpful advice to those suffering discouragement from receiving rejection notes from editors.¹ But many authors have suffered pain and embarrassment, not from having their manuscripts rejected, but from having them published—with editorial revisions and emendations. What are the prerogatives of an editor?

I knew a writer, who, a few years ago, did an article on Bookmobiles for one of America's best known reviews. A correspondent in another state, who had extensive experience with bookmobiles, agreed to gather and send some specific material to the writer. The latter was very grateful, and in due time what he regarded as valuable case histories came and were used as one important part of the article. The editor of the review bought it, and the writer was happy to inform his correspondent of the forthcoming publication of the result of their joint efforts. But in the published article not a single item relating to the material supplied by the correspondent remained. The embarrassed writer had some explaining to do. I read both manuscript and article, and in my judgment the editor, while making a shorter article, also took much of the interest and significance out of it.

In my own experience in publishing in scholarly, professional, and popular magazines, it has been a rare instance that I have not had my manuscript—and without my knowledge—altered, and in at least one case, seriously distorted by the editor. Let me say here that I have found some of the editorial changes an actual improvement. But the majority have not been improvements, and some of them have been simply absurd.

A few years ago I received the proof for an article of mine in a well-known scholarly journal—with not a single alteration of my manuscript.

¹ *AAUP Bulletin*, Summer, 1959, pp. 243 ff.

But after I sent it back, the editor not only proofread it after me, but began editing. By way of correcting what he regarded as errors, he made three changes. In every instance, making a snap decision in a specialized field where his knowledge was obviously less exact than mine, he introduced an error where none existed before. One of them—his insertion of “[sic]” after “Heyne” in my allusion to Carlyle’s essay on that German scholar (not Heinrich Heine, as the editor apparently thought)—was particularly irritating, as it put me in the position of gratuitously displaying my ignorance in a field where I, especially, should have known better.

More recently I sold a light, humorous article about Rip Van Winkle to a national magazine. Though I knew the magazine had a long tradition of debunking and was presently engaged in a humorless crusade against about everything in American thought and life since Harding, I was utterly unprepared for what the editor did to my article before he published it. He changed content, diction, style, sentence structure, and paragraphing without scruple. Where I had light, facetious phrases, he substituted dignified ones. When I playfully indulged in *double entendre* or skipped lightly along the edge of the preposterous, he made me quit fooling and speak plainly and soberly. Whatever wit and humor the article had was largely taken away, and in the published version I found myself a debunker of a famous American literary hero.

If editors can thus make their contributors say what they want them to say, or what they think they ought to say, or say it in the way they think they ought to say it, one wonders why they need so often inform the public that they are not to be held responsible for the views of authors published in their journals. Indeed, the real disclaimers might well be the authors themselves, who need to tell their public that they must not be held responsible for what the editor may publish under their names. If editors find the articles they buy or agree to publish unsuitable for their magazines, and feel the urge to “improve” them, they might, like Hollywood producers, add “From an essay by . . .”

It appears, from the liberties that some editors take with manuscripts, that no one can write except editors. An author spends weeks with his article and perhaps many hours searching for the right expression, just the right word, to convey his thought; an editor, on a momentary hunch, undoes his work with the insertion of his own so often totally inadequate idea or expression. Just how far should an editor be permitted to go, ethically or legally, in altering, adding to, and subtracting from a work—I mean, of course, without the knowledge or consent of the author—and then publishing the result under another man’s name?

The Foreign Student in the United States

By Garland Cannon
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It was a hot, steamy day, and the flight from New York had just touched down at Mid-Central Airport. Among the passengers streaming down the long corridor toward the information desk, there walked a bewildered-looking young Arab. He was dressed in a loud purple suit, and was sweating profusely; he carried a briefcase in one hand and in the other clutched several thick 9 by 12 manila envelopes. As other passengers were met by smiling friends, he kept glancing uneasily from side to side and fingering the envelopes. When no one had come forward to greet him after five minutes, he set down his briefcase and seated himself on a bench; his bewildered expression had by now given way to dismay. But then an American in a sport shirt rushed up, and asked if his name was Ibram Noorzoy. Thus, yet another student from a foreign land was greeted in America.

As many foreign students now come to the United States annually as go to all of Western Europe. On one campus, that of the Massachusetts Institute of Technology, the ratio is one to every eight Americans. Columbia University, New York University, and the University of California (Berkeley) have more than thirteen hundred each, and even the smallest junior colleges have welcomed the tide. In 1958-59, according to a survey by the Institute of International Education, more than 47,000 foreign students were here; they were mostly men, the majority from Asia, with about a third working toward advanced degrees. Whether the number will continue to increase will depend in part, of course, upon the effect of native population pressures upon classroom space.

Why do foreign students prefer to come to the United States for academic work? The answer lies in a tangle of economic, social, political, and educational considerations. An oversimplified general answer is that most young people planning to study abroad are driven by the logic of world affairs to come to the United States—although some are inevitably

diverted elsewhere by the high cost of living in this country. Many, learning English in their schools, naturally choose a university in an English-speaking culture, and England up to now has been disadvantaged by internal economic strains. Some European institutions of higher education have not fully recovered from the crippling physical and budgetary blows of World War II. Also, of course, the reputation achieved by the best of the colleges and universities in the United States has been a very powerful attractive force. Finally, the endless variety of American culture enables almost every foreign visitor to find something familiar in the United States, often fellow-nationals.

II

Immediately upon his arrival in the United States the foreign student confronts a variety of problems; failure to solve them may result in embarrassment or trouble. He is not helped by the unscrupulous merchant. For example, a New York haberdasher clothed the Arab in his purple suit. A student from the Asiatic tropics landed in San Francisco where the fog and cool air made him wonder if he might not need something warmer than his lightweight outfit. A clothing merchant told the student that the fifty degree temperature was only the beginning of winter, and unloaded upon his victim an overcoat appropriate to the Alaskan backwoods.

An immediate problem is the exchange of his money into dollars. Some students have purchased traveler's checks at home, but others have only a pocketful of native currency or a check drawn on a foreign bank; the immediate need is for money to get shelter and food. Lacking personal friends, the student may find himself borrowing from the registrar or his newly-acquired professors. Occasionally, were it not for philanthropic organizations, a student would be in serious difficulty.

III

The foreign students in the United States are from all economic, educational, and political levels. Their parents may be from the wealthiest families of their country, or the poorest. The student may be on a scholarship from an American group or institution, receiving a grant from his own country, or brought here by the American State Department. He may hold a four-year degree from a college in his homeland; or, newly graduated from a rural high school in an "undeveloped" country, he may show sufficient promise for admission to an American institution. His family may have political connections with his country's rulers, or he may never have set foot in its capital city. One thing is almost certain—he comes to the United States with a strong academic ambition and

a definite academic goal, but with a student visa which gives him only a limited time to achieve his end.

Since American higher education is freely competitive, there exists no government-operated system for "testing" potential students abroad to determine their capacity for college-level work in our institutions. Nor is there any likelihood of such a system. In fact, our institutions, each with its own admissions standards, would vigorously protest any movement toward a general routine.

As might be expected, some students are admitted who are not properly prepared, and the majority of these are linguistically deficient. An individual may undergo the heavy expense of transporting himself to the United States only to find that he is failing his courses at the end of the first semester. Transferring to an institution with lower academic standards may not be easy, particularly if his record shows failing grades. He may return home in shame, whereupon it is likely that the United States has acquired a new hostile critic. Or if he does take a degree, he may go back to sneer, often justifiably, at the low standards he has met.

It would be impossible for even the largest American university to maintain a testing center in even a few of the largest cities abroad. Consequently, foreign students approaching American institutions offer only a transcript of the record of college or high school work, and a comparatively literate letter of application. As registrars long ago learned, the letter is not dependable because it may have been written by an American friend, or a more expert fellow national. And since there is no uniformity in the records, it is most difficult to evaluate the student's past academic accomplishment. For example, a listing of two years of high-school English may, by American standards, turn out to be an idealized view of seventh and eighth grade work. The American institution learns the truth only after the student is on the campus.

Some colleges and universities have developed special admissions procedures. They require a letter from an alumnus living in the country. In some cases, an American abroad—a scholar or diplomatic official—may be asked to talk with the applicant. Several institutions use one of the effective tests now available to measure such essential elements of English as vocabulary, word order, and pronunciation.

IV

The foreign student's first academic experience may be his discovery that he will be allowed to register for his courses only after he has taken a special entrance examination in the use of English. The test may be a written one, or it may take the form of a conversation or an exercise in reading with a member of the English Department.

This requirement may constitute an academic shock. The student has not come here to study the English language. His time is limited, and he wants to plunge into his major subject at once, particularly if he has only a semester in which to pursue a special program. Having done satisfactory work in his English courses in his own country, he is convinced of his adequacy in the language. His faculty adviser is ordinarily sympathetic and may be moved to plead for him, thereby compounding the unhappy situation; his professors will not and should not lower their standards by allowing him to enter a course when his English will be inadequate, where he will not fully understand the lectures, and cannot participate in class discussion—much less take a quiz.

The usual answer is an intensive, hurry-up course which will correct the deficiency at once. Some institutions require their foreign students to attend the special courses at the Universities of Illinois and Michigan and a few other places where intensive remedial programs exist. About 150 colleges and universities have created their own special language courses. Some have built complicated structures bringing together language work and subject matter in government and history. Through imitative repetition of his teacher's sentence patterns, the student overcomes his basic difficulties and moves toward the more intricate levels at which fluency may be acquired. Unfortunately, at some institutions, the course may be little more than modified sections of the regular Freshman English offering, where a teacher who wants to try something different is given a "problem class" of foreign students. He may not only not help; he may work harm.

Yet the typical foreign student is likely to be so serious and determined that he will make good use of even the poorest of special courses, and will eventually achieve adequate command of English.

When the foreign student "has" his English, he is on his way to a generally happy experience. He is invited into American homes and to speak to American civic groups. He learns the diversity and freedom of life in the United States, and will perhaps later be in a position to contrast his experience with that of others who have been foreign students in highly disciplined educational regimes, such as that which appears to exist in China. As a rule, when the American institution and the foreign student part, both are satisfied that their relationship has been fruitful.

However, could not our Washington agencies and our colleges and universities interested in the problem develop a concerted program which would eventuate in an even more fruitful relationship?

The Lost Criticism

By EARL H. ROVIT

University of Louisville

Surely one of the most intriguing, although least rewarding, scavenger hunts that one can engage in today is the search for The Lost Critic. As Americans we are proud, and justly so, of a two hundred year tradition of vigorous social criticism. The lonely and unpopular voice of the maverick thundered from the nineteenth century pulpit and public rostrum. The cantankerous newspaper editor and the journeyman printer, the reclusive essayist and the self-educated seeker of Utopias ground out their visions of a better life in village weeklies, handprinted volumes, and thinly-disguised novels. Dissent from the *status quo* was scarcely as respectable an occupation as some nostalgic liberals now seem to recall it, but a period which could produce *Walden*, *A Traveler from Altruria*, *The Man That Corrupted Hadleyburg*, and *The Jungle* was not lacking the beneficent draughts of wormwood which make the wine of life exhilarating.

Until recently our own century had been even more productive of criticism. We have only to review in our minds the extraordinary activity of the twenties and thirties in the area of critical journals—now dead or all but buried in the magazine racks—and the contrast between those noisy decades and our own exerts a silent pressure on the eardrums which is almost painful. Then, there were scores of weeklies, monthlies, and quarterlies with small subscription lists, but with a cumulative and national influence. Today, we have no more than five magazines of continent-wide circulation which regularly attempt or simulate social criticism. And these five, *The Nation*, *The New Republic*, *The Reporter*, *The New Leader*, and *Commonweal*, have proportionately small readerships which barely infringe on the vast opinion-molding empires of Henry Luce, Hollywood, and the giant Radio and TV networks. One of the first difficulties encountered in searching for The Lost Critic is that he isn't where we would expect him to be. That is, he is not nagging, jabbing, and gadding at the ear of the public.

Of course, nominally at least, there is much "criticism." We have a small industry of TV critics, drama critics, art critics, and book reviewers. There is no scarcity of taste-arbiters to whom we are expected

to turn for counsel as to what is or is not beautiful, true, or good. In the measurement of *appearances* we have even an over-abundance of criticism. But The Lost Critic was that generally unpersonable angry man whose ultimate judgments of beauty, truth, and goodness were founded on a cold impassioned analysis of root motives and basic causes. He rejected or approved that segment of reality which he was judging, not because it failed or succeeded by his standards of correct appearance, but because he judged it to have been produced from a corrupt or an honest hypothesis of reality. He was often wrong-headed, or arbitrary, or obsessed so fundamentally with one idea that his vision was blind. But he never made partial acceptances where he felt the motivating ideal or value to belie the resultant ideal or value. He never, that is, mingled acceptance and rejection like a judicious cook adding a little spice to conceal the lack of something else. He was uncompromising.

This, of course, was not an untrammelled good. Hawthorne's Holingsworth and Melville's Ahab absorb much of their strength as fictional characterizations because they were representative of much of American criticism—solipsistic, self-obsessed, and ultimately suicidal in its refusal to come to terms with reality on any basis other than its own fantasies. And yet this force of criticism which ran the constant danger of being diverted into sheer destructiveness possessed also a moral urgency and individual sincerity which commanded respect, if not action. This tradition was able to perpetuate itself into the twentieth century in a Randolph Bourne, a Max Eastman, a Henry Mencken, a Vernon Calverton. But with the commencement of World War II (or should we date it from the Russian-German Non-Aggression Pact?) this critic all but disappears.

He disappears from the entertainment industry. Will Rogers may not have worn the same size hat as Mark Twain, but the former's Stetson was almost as healthy a sight to his society as was the latter's broad-brimmed Panama to his. After the death of Ring Lardner and the publication of Lewis' *It Can't Happen Here*, humor ceases almost entirely as a critical weapon, and our humorists become either funny men or funny salesmen—usually the latter. Satire becomes a rarity on the stage and in the novel; it becomes an infrequent visitor to the pages of the newspapers and even the magazines. One satirical novelist whose first novel promised much in the way of expectations is now very busy selling Philip Morris in syndicated columns. Two excitingly original radio personalities, Bob and Ray, now read—seemingly without embarrassment—straight commercial copy for Lucky Strike. Our television comedians are much too highly paid and format-constricted to offer much in the way of criticism, even had they the intelligence or the desire to do so. When humor goes, there can't be too much left, and we look around, this seems surely the case.

II

At this point someone is inevitably going to bring up the imposing array of fresh, objective-minded sociological critics, who have been the bulwark of those book clubs which cater to the intelligentsia. What about Riesman, Whyte, Packard, *et al.*? Here, it will be argued, we have a new criticism, objectively founded on quantitative measurement, clear-eyed, and incisive. This is not Criticism Lost, but Criticism Regained! These critics do not merely tell us that there is something wrong with us (they are too scientific to use a subjective criterion like "wrong"), but they show us what we are and explain why we must be that way.

Before this objection we must walk lightly and without trepidation. In a review of Richard Chase's *Democratic Vistas* (*The New Republic*, October 20, 1958), Philip Green argues cogently that the new school of "liberal" sociological critics may have succeeded in supporting rather than weakening the *status quo* with their antiseptic formulas of social behavior. Now that "Social Science" has become academically respectable (not to mention commercially profitable), the social scientist can allow himself any misdemeanor save the mortal sin of committing a subjective judgment. He has voluntarily abdicated the responsibilities of the critic by electing to operate from the eye-piece end of the microscope; this position effectively divorces him from the curious cluster of organisms under his lens. The Lost Critic had timbre in his voice and passion in his argument if only because of his acute consciousness that he was a part of that which he was criticizing.

Like everyone else in my circle ("other-directed," middle-class, suburban intellectual), I read the successive sociological codifications as they rolled off the presses. I salivated through Kinsey, vibrated to invisible radar signals through Riesman, and checked my executive qualifications through Whyte. But I had the oddest sense of disappointment as I read. There was something too familiar and unsatisfying in my reading experience. Was this really the last word on our contemporary *mores*? What was it that gave me pleasure in reading *The Lonely Crowd*, and what was it that bothered me with the distinct intimation that there was something missing?

And suddenly I discovered it. I reread Lionel Trilling's definition of the novel, which serves so well to illuminate the achievements of nineteenth century British fiction. "The novel. . . is a perpetual quest for reality, the field of its research being always the social world, the material of its analysis being always manners as the indication of the direction of man's soul." This is what the sociologist had learned how to do. Their Zolaesque critiques are really nineteenth century novels parading as science. Their plot structures are rather grotesquely episodic, and

their ability to present "round" characters is decidedly less than Dickens' or Thackeray's, but novels they assuredly are; and the pleasure I had derived from them was that of enjoying an imaginative patterning of the chaos of human beings in conflict with one another and with themselves.

And what I had felt to be missing from them was the sustained note of poetic truth which exists in the great pieces of nineteenth century fiction—a poetic truth which is produced by the complete and frequently agonized tension of an artist expressing himself in relation to the society. The social scientific analyses of our times also project a pattern, but the pattern (following Coleridge's distinction) is more fanciful than imaginative, and the thematic "truth" lacks the support of an involved human author. *Vanity Fair* is all Thackeray's show and you can come in if you like, but it is still his. Riesman tries to persuade us that *The Lonely Crowd* is *our* show, and he had nothing to do with it but to provide for the final assembling and financing.

Thus, engaging as they are as bedtime reading, we must disqualify the new popularized sociology as responsible social criticism. Indeed, as Mr. Green points out, they are essentially defenses of our contemporary ways, rather than attacks upon them. If the aim of analysis is to illuminate obscure and interweaving relationships, then they are frequently brilliant pieces of analysis. But if social criticism requires analysis plus verdict and counter-proposal, then they fail to be critical. In order to be "scientifically objective," they must assume that the behavior-complex with which they are dealing is necessarily and inexorably evolving in its peculiar fashion, according to its own principles of growth and decay. And these principles are beyond anything so mundane as criticism, because criticism is human and culture is supra-human. What, then, may have started out with a human revulsion at the "what-seems-to-be," becomes sturdily concretized into a description of the "what-has-to-be." Reading this description backwards or forwards, it still adds up to a reluctant, but sinuously compelling, dogmatic endorsement of the *status quo*.

A few unhappy sentences ought to be ample to discount the literary critic's claim to social criticism. For a short fifteen-year period there was a wide-spread belief that literature and society were two interrelated worlds; it was even believed that a purposeful introduction of a factor in one would be followed by a vaguely predictable consequence in the other. For this short period of time the literary critic was an engaged social critic. He could be as committed to the Marxist methodology as was Mike Gold, or as hostile to it as the Agrarian, Donald Davidson, but his strictures on literature used the particular literary document largely as an instrument with which to censure and direct society. The disillusion with Marxism turned both the Marxist methodology and the anti-Marxist

methodology away from current writing back to the safety of "Literature." It became quite academically respectable to do scholarly research on the interrelationships between literature and society, provided that the research was not contaminated by overly contemporaneous affairs. A suggestion of the change in tenor can be seen by comparing the critical receptions of *The Grapes of Wrath* (1939) with *All the King's Men* (1946). The former novel had to struggle to be treated as a novel and not as a fictionalized specimen of doctrinaire sociology; in almost all criticism of the latter novel, the first point made was something like: "Well, of course, we have to realize that although there are superficial resemblances between Willie Stark and Huey Long, Stark is an imaginary character and this is really a metaphysical study of good and evil." For a time *The Partisan Review*, under the editorship of the young Rahv and Phillips, maintained a running fight with the *status quo*, but it, too, has long become respectable, reserving its blasts of infrequent choler for unreconstructed American Stalinists.

III

Lest I seem to be too harsh on our present state of noncriticism, in all justice I ought to suggest some of the reasons for this situation. We have all heard enough about "the disillusion of the intellectuals" to be a mite suspicious of that handy explain-all. And yet there is certainly much truth in the phrase. It is undeniable that the dramatic discovery of Marxist doctrine—an impressively integrated social philosophy with an infallible built-in schematic and a crystal-pure series of ideals—was an overwhelming intellectual experience for reform-minded Americans in the twenties and thirties. Here was a do-it-yourself kit for criticism, and here was an all-but-proved certainty that correctly applied criticism would result in positive action. It is also undeniable that the serpentine turnabouts in the Soviet domestic and foreign policies led thousands of American intellectuals, first, to the conclusion that they were being "used," and, second, to the not quite logical corollary that the Marxist techniques were useless. The pendulum swing of anti-intellectual reaction after World War II anchored this over-all disillusionment with the notion that criticism was not only useless, but dangerous as well.

Secondly, as we all know, the times have been generally good. Our military-defense-bolstered budget has put dollars in our pockets, and it is hard to get worked up over social inequities when we see so many automobiles, on the road, and parked in front of ugly rows of prefabricated homes. The intellectual has been welcomed into our college faculties, and although he complains about his salary, his lament is usually argued on a comparison of his income with that of his neighboring physi-

cian. The specter of the jobless and hungry which haunted the American scene in the mid-thirties has been replaced by a caricature with a Hawaiian sportshirt watching TV while munching on a double-deck hamburger. This latter image is equally haunting, but a poor inspiration for criticism.

Another factor is the lethargy which is instilled by a clearheaded realization of the opposition facing any criticism. The gross power of our mass-media cannot be overestimated. In one form or another it seeps incessantly into the national consciousness, dulling reactions, intoning platitudes, fostering mental paralysis. Geared to the profit motive and swelling to ever more prodigious size, it acts automatically to suffocate any criticism by the monumental weight of its indifference to criticism. It possesses the field; it has established a fast hold on the massive majority of the public and is content to ignore the few dissidents who read *The Nation*, *The New Republic*, et cetera.

And were the strength of the opposition not sufficient in itself to still the critic, the afore-mentioned sociological authorities have undoubtedly sapped the vitality of much would-be criticism by forcing dissenters to doubt both their motives and their chances for eventual success. They are told, first, that this desire to criticize is built on maladjustment and/or desire for prestige. They are categorized and dis-individualized and, consequently, demobilized. And, second, it is proved to them that their most strenuous efforts would fail to divert the stream of events anyway. The dynamics of cultural patterns are presented as too complex and deterministic in their event-making potency to be affected by the carping voices of criticism. More sacrificial than Agamemnon, we are betrayed from within and without.

But there is even one more factor, and this is a more crucial deterrent to criticism, I think, than the others. Seduced and compromised by the Marxian dream, the typical American intellectual cannot erase the image of his perfect Annabel Lee from his consciousness; dead she may be and heavily entombed in a sepulcher by the sea, but the memory of her infinite charms lives on, and he will accept no substitutes which are not exactly like her. That is to say, he has been made drunk by the heady vision of a "total" kind of thinking—a thinking in which every element of the total environment was measured in terms of itself and its functional relationship to everything else. Life was bared to the thinker as a pulsating, *comprehensible* organism which could, within limits, be cultivated and formed by the action of the rational intelligence. Such a vision is hard to forget, and saints have been canonized for less distinct glimpses of heaven.

How poor and puny does "partial" thinking seem in contrast. To pick away at small segments of reality—juvenile delinquency, education, art, the political immortality of big business, the burgeoning problems of big labor—is to be forced to nibble where before one was invited to

swallow whole. The critic of the thirties became accustomed to attacking an entire structure when he assailed the smallest part of that structure; his proposals for change were only secondarily directed at the object of his immediate study; his aim and conscious expectation were no less than a reconstruction of the entire social system. The shimmering beauties of "total" thinking must be intellectually and emotionally discarded before a laborious, undramatic, "partial" criticism can become operative.

IV

It seems to me that the high crest of the Marxian disillusionment and the paralyzing aftereffects of World War II have subsided enough to permit a fresh opportunity for criticism. To be effective, this criticism must be passionate and human-involved. It must be relatively content with concrete pragmatic reassessments of isolated areas of human behavior; it must resist the temptation to achieve a Utopia with a farm bill, or a slum clearance project, or a plan to put abstract murals in every post office. It ought to re-enlist humor to its cause; a criticism without the wit or perspective to laugh at its opponents and smile at itself lacks the essential humanity and dignity of its ideals. And finally, it must have the youthful courage and mature sense of limitation to oppose with whole heart and energies the false roots and meretricious ideals of the society in which it acts. Its maturity should teach it the terrible lesson that reformation is slow, that human beings in society are fallible, that good things come gradually and are immediately taken for granted without, thereby, losing any of their value; its youthful longing should remind it of the fact that American criticism—and all effective social criticism—has always been carried on in the face of hopeless odds, and that the great democratic experiment is still in its malleable experimental stage. Indeed, as an expression of the basic ideals of a sceptical and optimistic pragmatic humanism, we could do worse than embrace the words of one of Henry James' alter egos: "We work in the dark—we do what we can—we give what we have. Our doubt is our passion, and our passion is our task. The rest is the madness of art."

Academic Freedom and Tenure: Lowell Technological Institute¹

On March 4, 1958, Associate Professor Elias Snitzer of the Department of Electronic Engineering, and Instructor David M. Fine of the Department of Physics and Mathematics at the Lowell Technological Institute (Lowell, Massachusetts), both serving term appointments, were separately called to the office of President Martin J. Lydon who introduced them to two officers of the Department of Public Safety, the state police force of the Commonwealth. President Lydon immediately excused himself and was not present during the separate interrogations which followed. On March 14, President Lydon suspended the teachers. On March 19 and 20, the teachers were interrogated by the House Un-American Activities Committee of the U. S. Congress, sitting in Boston; most of the queries related to the question of past Communist Party membership and related matters. The teachers answered some questions but not others; Mr. Fine pleaded the Fifth Amendment, Professor Snitzer the First Amendment.²

On March 26, the Lowell *Sun* reported Governor Foster Furcolo as saying that he would insist on the firing of two Institute teachers who had refused to tell a Congressional Committee whether they had been members of the Communist Party.

On April 25, Messrs. Fine and Snitzer were accorded essentially separate hearings before the Board of Trustees of the Institute. The teachers, accompanied by counsel, answered questions put to them. Assistant Attorneys General Arnold H. Salisbury and Fred. L. True (the

¹The text of this report was written in the first instance by the members of the investigating committee. In accordance with Association practice, that text was submitted for consideration to (a) the Association's standing Committee on Academic Freedom and Tenure (Committee A), (b) the teachers in whose interests the investigation was conducted, and (c) the Administration of the Lowell Technological Institute. It should be noted that no word has been received from the Administration of the Institute. In the light of the suggestions received, and with the editorial assistance of the Association staff, the report has been revised for publication.

²The printed record of the session indicates that Messrs. Fine and Snitzer objected to the mandate of the House Committee and the scope of the inquiry in which they were involved; in their refusal to answer certain questions, they gave and received cause for resulting irritation. But there is nothing in the written record to indicate that either teacher did not observe standards of behavior appropriate to a professional person.

former in charge of criminal investigations for the Commonwealth) performed an unusual double function; they conducted the hearings at the request of the Board, and at the same time acted as counsel to the Administration of the Institute presenting the case against the teachers. The American Association of University Professors had requested permission to have an observer present, but the Trustees voted that the meeting be private, and Mr. Salisbury pointed out to an Association representative that this decision was made after reading to the Board the telegram of request from the General Secretary. However, at the very beginning of the April 25 session, the Board voted to have present throughout a lieutenant of the state police. A record was made and a transcript of the proceedings was given to the teachers (who made the transcript available to the investigating committee for study). At the conclusion of the April 25 meeting, the Board dismissed the teachers from their posts.

Professor Snitzer, on April 1, 1958, asked the Association to assist him; in May, Mr. Fine, apparently planning to leave the teaching profession, confined himself to a statement of willingness to cooperate with the Association. No mediation was possible during the critical month of April, 1958, and subsequent study of the case has been made difficult because of the refusal of the Lowell Technological Institute Administration to reply to any of the numerous inquiries and requests made by the Washington Office or to confer with any representative of the Association. On March 13 and 14, 1959, an investigating committee appointed by the General Secretary interviewed in Lowell nine faculty members of the Institute, and Dr. Snitzer.

I. Background

This institution opened its doors in 1897 as the Lowell Textile School; its function then was to provide systematic technical education for the more promising workers in the Lowell mills. In 1913, it was authorized to give four-year degrees in textile engineering and textile chemistry; it then became known as the Lowell Textile Institute.

As the years passed, the decline of the New England textile industry and the flights of its mills to the South produced in Lowell, as in other New England cities, a severe economic depression. Fortunately, civic imagination and effort were not lacking; these attained considerable success in diversifying the industrial goals and labor force of the community. And there is evidence indicating that the Board of Trustees of Lowell Technological Institute, and its presidents, have rendered important help in this effort to save a city and its people.

The Institute itself has enlarged and diversified its interests. Since 1918, it has been a public educational institution, financed and managed

under the authority of the state. It has increased the number of its divisions and departments; twenty of its present 113 full-time faculty members have earned doctorates; it is now authorized to offer a Ph.D. degree in chemistry. Since 1953, as the Lowell Technological Institute, it has operated under its own governing board, the members of which are appointed by the Governor. Tenure, salary scale, and some other standards and rules are fixed by the Massachusetts State Education Law.

Unfortunately, this institution has not matched its increasing diversity of educational function by a development of those internal rules of governance which the academic profession and this Association regard as essential to the well-being and effectiveness of a faculty and its members. Particularly in the areas of faculty responsibility and authority and of faculty-administration relationships, there are grave deficiencies:

1. Faculty members of many years standing state that the Trustees Bylaws have never been made available to the Faculty; nor, since 1953, when the institution came under the state education law, has the Faculty been informed of the relationship between the statutes and the Bylaws which together govern the Institute. The Faculty does not appear to have formally requested that the Bylaws be made available.

2. No statement of internal policy or regulations in the area of Faculty interests has been published. Information about standards of appointment and promotion, detailed tenure regulations, procedures protecting academic freedom—the information ordinarily presented in a faculty handbook—all of this is non-existent at Lowell Technological Institute.

3. In 1950-52, the Faculty drafted Faculty Bylaws and presented them in 1954 to the President for submission to the Board; the draft was returned by the Board in 1954 with instructions that it be modified to meet unspecified objections by the President. A request by the Chairman of the Faculty to the President for a conference on this matter was made in 1955. A new Faculty committee in 1958 began work on new Bylaws, which are now before the Faculty. Officially, the Faculty meets and operates without authority under the rules it submitted in 1954.

4. There is no elected Faculty committee which can consult with the Administration. The Chairman of the Faculty is, it is true, elected by his colleagues; but the person presented for election to that post is nominated by a committee appointed by the Dean. Some improvement in this area may result if the new Faculty Bylaws are adopted by the Board.

The members of the teaching staff with whom the investigating committee met were unanimous in their belief that the Institute is doing important work, and has promise of an increasingly significant educational force. On the other hand, these teachers expressed a sense of frustration and indignity. Consequently, their exasperation with an institution which is "neither a coherent nor a cooperative venture" (as one professor put it) is coupled with the hope that the Administration will some day admit the teaching staff to fully responsible partnership.

This background of developing institutional function, paralleled by the improper subordination of the faculty, is necessary for an understanding of the events of the Fine and Snitzer dismissals and for an estimate of the meaning of these cases for all members of the teaching staff at the Institute.

II-A. Substantive Matters: Snitzer Case³

Five important substantive matters were explored at the hearing before the Board on April 25, 1958. A considerable quantity of oral testimony was given, and some documents were placed in evidence; but it should be noted that there were no charges, no findings, and no judgments on this evidence. These deficiencies preclude determinations by the investigating committee on the merits of the substantive matters. But it is necessary to review such exploration as did take place, as a basis for study of the issues of academic due process—issues on which the investigating committee does reach explicit conclusions.

The substantive matters are these:

1. *The circumstances of appointments: May–August, 1956*

Dr. Snitzer testified that he read a paper before a scientific group in May, 1956, which attracted the favorable attention of the head of the physics and mathematics department at Lowell Technological Institute. As a candidate for appointment to a teaching position, Dr. Snitzer exchanged letters and telephone calls with Dean Charles E. Edlund. Dr. Snitzer asked for an interview with the Dean because "I knew that the question [of left-wing activities] would come up and I wanted it to come up." In the interview which took place on July 21, 1956, Dean Edlund inquired about a July 9 letter of recommendation from Professor Samuel K. Allison [of the University of Chicago] which said: "... I believe that in his younger student days he [Snitzer] was a member of a student organization which became suspect, and that due to this he would find difficulty in obtaining official clearance for highly secretive information." Dr. Snitzer testified that he told Dean Edlund he was not then, in July, 1956, a Communist; he also said that he would plead the

³The discussion of substantive matters in this report has its chief factual base in the transcript of the hearing before the Board of Trustees on April 25, 1958. The largest part of the transcript consists of the answers by the teachers, which are sometimes expository and narrative statements of some length (elicited by direct and cross examination). The investigating committee has carefully considered the potentially self-serving aspect of these statements but believes that there is no real problem here, for these reasons: (1) the testimony was under oath; (2) the Assistant Attorneys General, judging by the cross examination, appeared satisfied with what they heard, in respect to its veracity; and (3) the Administration of the Institute has not offered correction of the factual presentation in this report, although invited to do so.

Fifth Amendment if asked by a Congressional committee about past actions. According to Dr. Snitzer, the Dean said that he would have to consult with other administrative officers about the possibility of an offer under these circumstances. On August 8, Dr. Snitzer received from President Lydon a written statement of appointment.

The July 21, 1956 interview was discussed two years later at the April 25, 1958 Board hearing. Dr. Snitzer contended that he and Dean Edlund had understood each other, and that all the points gone into must have made the Dean aware of the candidate's past Communist Party membership, although there was no statement about that membership in so many words. A memorandum from Dean Edlund to President Lydon (written between March 13 and April 25, 1958) was put before Dr. Snitzer for comment (although it was *not* offered in evidence). The transcript of the hearing on this matter is both particularly pertinent and generally revealing:

Q. [Assistant Attorney General Salisbury.] All right, Dr. Snitzer. I will read you something which is not evidence, it is not sworn to, merely a memorandum. I will read it to you and ask you if it is accurate.

This is from Dean Edlund to President Lydon in connection with your original conference which you had with Dean Edlund on March 13th of this year.

"Dr. Snitzer also asked me what I would say in connection with his original employment interview. He (meaning Dr. Snitzer) admitted that he denied that he was a Communist but said that he was afraid that I would say that he had denied ever having been a Communist. I told him that he had denied, although he had admitted belonging in student days to a left wing organization—"

A. [By Professor Snitzer] That is not true. I indicated—what is not true is the fact that I had ever denied being a member of the Communist Party. Dean Edlund never asked me that question. I gave a sufficient amount of evidence to make it clear that I was. In addition to that, there should be something added to that memorandum, that Dean Edlund said that he would lie, if necessary, to say that no letter was ever received.

Q. Referring to the July 9th [Allison] letter?

A. Yes. And I said that I would not stand for this and that I would get a letter from Professor Allison indicating that there was such a letter.

Q. All right, for the sake of keeping you informed, the only reason why this letter of July 9th ever came to light was because on the evening of March 16th the Sunday evening before the 17th, President Lydon asked a definite question over the telephone to the Dean: "Is there anything else in your file that I have not seen about Professor Snitzer?"

And after some hesitation this letter was mentioned and forthcoming the next day.

A. The mere fact that the letter was removed from the file could be for no other reason [than] that in Dean Edlund's mind this added up to substantial evidence that I was in the Communist Party. There could be no question about that in his mind.

There is other evidence on the hiring situation: (a) Professor Snitzer said that on March 11, 1958 (the day after receiving the House Committee subpoena), the Dean told him that the July, 1956 letter by

Professor Allison was "not available, and that there was no indication that it possibly would be available," and that if it was mentioned by Professor Snitzer, he [Edlund] would "deny it," and (b) a Lowell *Sun* article of March 27, 1958 (quoted in the transcript) said that "investigators" [for the Trustees?] reported that the Snitzer file with the Allison letter "was" [had been?] at the hiring official's [Edlund's] home.

Any doubt concerning the circumstances relating to concealment of the Allison letter is in fact removed by a statement of the Assistant Attorney General who was conducting the Board hearing. He noted that the date the letter was received in the Dean's office was July 11, 1956, and that the date of its receipt in the President's office was March 17, 1958. He went on to say: "If anybody is going to be made a 'fall guy' I don't want President Lydon to be one of them. We have Dean Edlund's secretary available as a witness. . . . Her testimony would be, in effect, that she knew of the receipt of this letter and knew that Dean Edlund had withheld it from the President for the reason that President Lydon is overcautious. And Dean Edlund did not want to take the chance of losing a candidate who was well recommended otherwise. And that this letter was never brought to the attention of President Lydon or any other member of this Board until this year."

It is the opinion of the investigating committee that uncontroverted evidence establishes the truthfulness of Dr. Snitzer's testimony concerning the Allison letter. As to truthfulness about further disclosures in the hiring interview, a strong presumption exists that Dr. Snitzer has accurately described the conversation which occurred. Dean Edlund's concealment on the collateral issue of the Allison letter impugns his apparent allegations on all aspects of this point—allegations not made under oath, not subject to cross examination, and embodied only in a memorandum which the Assistant Attorney General did not see fit to introduce in evidence.

2. *The October, 1956 FBI visit*

Professor Snitzer testified that, in March, 1958, Dean Edlund told him that an FBI agent had come to the Institute in October, 1956, and had discussed him (Snitzer) with several Institute officials. There is newspaper evidence which appears to corroborate the fact of this FBI visit. Professor Snitzer also testified that Dean Edlund "indicated that the FBI man indicated to him [Edlund] that should this statement [about the October, 1956 visit] be made, the FBI agent would deny that he had a conversation with him [Edlund] and even deny this under oath."

This statement by Professor Snitzer, if true, would probably indicate that one or more members of the Lowell Technological Institute Ad-

ministration had further evidence in 1956 about his past. There was no cross examination or rebuttal on this point.

3. *Navy service, deactivation and discharge*

Professor Snitzer saw Navy service for three years and was released from active duty in July, 1946, remaining in the inactive reserve. He sought to resign from the reserve in 1951 but was not permitted to do so. In 1954, he was given a discharge under "conditions other than honorable."⁴ At the Board hearing, Professor Snitzer stated that he considered his discharge problem to be similar to that of persons then contesting in the courts the rights of the military services to (a) relieve a man of active duty, (b) scrutinize his activities while on the inactive reserve list, and (c) give him a less than honorable discharge if those activities were suspect. Believing in 1956 that such a government course of action was wrong, and also believing its result to be irrelevant, he, therefore, did not state to the Lowell Technological Institute Administration the nature of his ultimate discharge; such, at least, was his explanation to the investigating committee. The fact of this silence was explored in some detail at the Board hearing but was not directly related to standards of professional conduct.⁵

4. *Communist Party membership*

At the Board hearing, Professor Snitzer, under oath, said he had been a member of the Communist Party in 1949 but left it, without formal resignation, in the Spring of 1956; he had made the same statement to the House Committee. No evidence relating to Communist Party membership or activity for the 1956-1958 period of Lowell Technological Institute service appears in the record. The assertion of separation from the Party received almost no cross examination and no rebuttal testimony was offered.

5. *The competence of the teacher*

The Assistant Attorney General stipulated that "there has been no evidence adduced at this hearing [before the Board] on the qualification of Dr. Snitzer as an educator at this Institute." Actually, the record contains letters by colleagues, students, and rabbis, some of them introduced by the Attorney General, submitted in evidence which testify to Professor

⁴ The military services give at least three types of discharge: "honorable," under "conditions other than honorable," and "dishonorable."

⁵ The "Application for Employment" form required of all persons seeking Massachusetts public employment, under the heading *Military Service*, calls for filling in "Date of separation . . ." and "Honorably discharged? . . ." The particular copy of this form filled out by Dr. Snitzer has not been made available to the investigating committee; at the hearing, it was agreed that the manner in which Dr. Snitzer filled out the form raised no issue.

Snitzer's teaching and research competence and devotion to Lowell Technological Institute, and to his academic and personal integrity. Although the issue was not examined on its merits at the hearing, the investigating committee notes substantial evidence that Professor Snitzer was regarded as a highly effective teacher and research scholar by his students and by his junior and senior colleagues.

II-B. Substantive Matters: Fine Case

Mr. Fine's appearance before the Board was a shorter and simpler event than that of Professor Snitzer. This may in part have resulted from disclosure that: (a) as early as January, 1958, on the basis of rumors of doubtful loyalty, Dean Edlund had suggested that the teacher clarify his situation by applying for and obtaining Government security clearance, (b) Mr. Fine rejected the suggestion, and (c) Mr. Fine (as he testified) expected to resign at the end of the current semester, regardless of the outcome of the Board hearing.

The chief substantive matters explored in the Fine hearing were these:

1. *Willingness to testify*

Mr. Fine had refused on March 19 to answer the House Committee and had refused to answer questions put to him on March 4 by the state police. He was willing now, on April 25, to testify before the Board, recognizing its authority to question him.

2. *Communist Party membership*

Mr. Fine said he had never been a member of the Communist Party although he had supported its platform and its candidates when the position taken on particular issues met his approval. He had been a member of the American Labor Party, the Progressive Party, and the International Workers Order (the latter, he said, only for its insurance benefits).

II-C. Substantive Matters: Summary

No adjudication on the substantive matters was attempted at the April 25, 1958 hearing before the Board of Trustees. No adjudication was really possible because there were no charges, and important witnesses on essential questions of fact did not appear—witnesses who might have been expected to contradict the teachers or impugn their veracity. The only case made was that which was presented by the teachers, under oath.

Nor does it appear possible, now, for the investigating committee to present a sufficient body of information and comment for adjudication of the substantive matters. As was noted, the transcript of the hearing really gives only one side of the case. And the investigating committee has not been able to build an independent picture because of the refusal of the Administration to cooperate in any way.

However, with respect to the substantive matters, the investigating committee does believe that the attention of the teaching profession should be called to the fact that Dr. Snitzer's exposition of his motives and actions is supported by his testimony under oath, and that the witnesses who might have contradicted or disputed him were either absent or silent. With regard to Mr. Fine the situation is quite simple—there is nothing to dispute; the case against him consisted of the fact that he refused to answer the questions put to him by the House Un-American Activities Committee, and pleaded the Fifth Amendment, and that he refused to answer the state police.

III-A. Academic Due Process: Snitzer Case

The main concern of Committee A and the Association, in the opinion of the investigating committee, should be with the manner in which the Administration⁶ of Lowell Technological Institute handled this case. The procedures used, or not used, can be topically considered under four headings which also represent four generally discrete periods in the course of events.

1. *Treatment of the case as a police question*

When, on March 4, 1958, Professor Snitzer was summoned to President Lydon's office, he found there the President, the President's assistant, and two officers of the Massachusetts state police. President Lydon identified the officers, said they had questions to ask, and with his assistant left the room. The police put questions to Professor Snitzer for an hour.

Six days later, having received a subpoena from the House Un-American Activities Committee, Professor Snitzer at once presented himself to Dean Edlund for discussion of the situation; they talked again the next day, March 11. Also on March 11, the teacher telephoned to President Lydon. He described his reasons for this call, and the outcome, at the hearing before the Board:

I wanted to explain at least what I could see at that time as to a reasonable approach that I could take before the Committee. I felt this was impor-

*The term "Administration" is used here to include the Board of Trustees, the President, and the Dean. At one or two points, reference is made to the action of the Faculty.

tant to the school and certainly the kind of thing that was a proper point for discussion between a faculty member and the president of an educational institution. This was the kind of procedure that was recommended by the American Association of University Professors and also by the Association of American Colleges, that anything of this sort involving a faculty member, the president of the institution has this responsibility to the faculty member and to the school to discuss the whole question with him.

I was told by President Lydon that he could not discuss it freely with me.

I said, "If you will let me come see you I will tell you what I will do. You don't have to tell me anything. You act as an agent for the Board of Trustees and cannot speak independently."

He said, "No."

I said, "Can I tell you over the phone what I am going to do before the Committee?"

He said, "No."

Before hanging up he said, "If you really want to talk with me I can arrange a three-way meeting between you, I [*sic*] and Capt. Murphy [the Massachusetts state police officer]."

After the House Committee hearing on March 20, Professor Snitzer again called President Lydon to inquire about any action which the Board might have taken on telegrams which Professor Snitzer had sent to the Board members at the suggestion of the assistant to the President. A secretary reported that President Lydon was in conference; a message for him yielded no return call.

A member of the Institute staff told the investigating committee that President Lydon at about this time said he would not talk to members of the faculty about the Snitzer case.

Treatment of the case as a police question persisted to the end. At the hearing before the Board, the person in charge of the Institute's presentation was Mr. Arnold H. Salisbury, the Assistant Attorney General in charge of criminal investigation for the Commonwealth of Massachusetts. As has been noted, permission was refused the American Association of University Professors to have an observer attend. A lieutenant of the Massachusetts state police was present throughout.

The investigating committee is forced to believe that the Administration of Lowell Technological Institute viewed this case as one which involved either known or undisclosed accomplished criminality, or criminality so incipient as to require constant police surveillance. But nothing was charged or disclosed to support this view, and, in fact, the Assistant Attorney General, at one point in the Board hearing, stipulated that no issue of criminal behavior had been raised. The contradiction is complete.

The Administration view, when translated into action, had obviously harmful results for both the welfare and reputation of the teacher. Professor Snitzer was denied the ordinary guidance which a president should give a faculty member when he is interrogated by public officials. Before the Board, which had jurisdiction only over his academic and institutional position, Professor Snitzer was examined by a public prosecutor

in the presence of police authority. No elaboration is needed upon the general effect which this aura of criminality must have had.

2. *Pre-hearing procedures*

It has already been noted that President Lydon, despite Professor Snitzer's requests, did not make himself available to him for advice and counsel either at the time of interrogation by the police, or in the period during which the teacher was awaiting appearance before the House Committee, or in the period prior to the Board hearing. Nor would the President discuss the case with members of the faculty, either those who might have advised the teacher or those who might have had information and opinion of use to the Administration.

On March 14, 1958, the assistant to the President brought word to Professor Snitzer that he had been suspended without pay; this Board action of March 14 was confirmed by further Board action on March 21. (Salary checks were issued to the teacher subsequent to the suspension, but these were in payment for services rendered prior to the suspension.)

These failures to accord normal academic due process might conceivably be explained, if not justified, by a situation involving clear and present danger to the academic community. But in this instance, there were no charges of any kind relating to professional integrity or competence, and no indications that public authority outside the institution was about to charge the teacher with a crime or a gross breach of public order.

3. *Failure to provide a faculty hearing*

Since the Administration clearly regarded the case as a matter for police interrogation and Congressional committee hearing, it was hardly to be expected that the Lowell Institute officials would provide a faculty hearing on issues of competence and professional integrity. The investigating committee, however, is forced to call attention to the obvious: the Administration's whole view may have been totally without support. No wrongdoing was ever charged by the police. The Department of Justice of the United States in response to an Association inquiry states that neither Professor Snitzer nor Mr. Fine was ever cited for contempt of Congress, much less indicted or convicted for such an offense. In the absence of external convictions or charges, the only remaining questions must have been related to academic suitability—and therefore by the standards of the Association require determination in the first instance by a hearing committee of teachers on the professor's fitness.

In rejoinder, the Administration might observe that on April 10, 1958 (after the suspension and before the Board hearing), the faculty, after debating the Snitzer case, failed to act on a motion which might

have led to a faculty committee investigation and report. But in the light of the absence at Lowell Technological Institute of normal faculty authority and responsibility, such a failure by the group to assert its prerogative is understandable even if not to be condoned. In any event, by the standards of the profession at large and those of this Association, a hearing by his peers should have been accorded Professor Snitzer.

4. *The hearing before the Board*

The transcript of the hearing conducted before the Board on April 25, 1958 suggests to the investigating committee that ordinary courtesies were observed by those present, but that the scope and procedure of the hearing were profoundly defective.

1. **Inadequacy and defectiveness of the rules:** One rule indicated that the teachers might call witnesses, but another rule stated that witnesses would be called "at the direction of the Trustees." With regard to control of the ground to be covered at the hearing, the Trustees voted that "all questions relating to the propriety of any interrogation or argument, shall be determined by the Chairman or, at his request, by an Assistant Attorney General, and any such determination shall be final unless the Trustees vote otherwise." Finally, the Board voted Rule 9: "Any of the foregoing rules may be modified, or waived, during the session, by vote of the Trustees." Procedurally, it seems that Professor Snitzer and Mr. Fine had no fixed rights of any kind.

2. **The absence of charges:** On March 21, the Board voted that the April 25 hearing would be "for the purpose of reviewing the provisional employment of Dr. Elias Snitzer and Mr. David M. Fine as members of the teaching staff, and for the further purpose of determining whether they, or either of them, should be dismissed from the service of the Institute." Another resolution ordered that the teachers be informed that they could "present such evidence and make such statements as may be pertinent to the issue of the advisability of the continuance of [their] . . . employment by the Institute." Such notice of the purpose of a hearing of course merely asserted the Board's jurisdiction; it offered Messrs. Snitzer and Fine no guidance in the preparation of a defense.

Four weeks later, on April 18, and only one week before the scheduled hearing, the Board in its action adopting rules of procedure also stated:

The scope of the inquiry, as to both Dr. Snitzer and Mr. Fine, may include;

(a) Their past and present membership in, association with, and activities in behalf of the Communist Party or any similar organization or group.

(b) Such disclosure of, or such failure or refusal to disclose information concerning such past and present membership, association and activities, as they may at any time have made or failed or refused to make to legislative,

police or other official agencies, or to any member of the staff of Lowell Technological Institute.

(c) Any matters related to the foregoing.

(d) All matters in any way concerning their competence to continue as members of the teaching staff of Lowell Technological Institute, and the effects which the continued employment of either or both of them may have upon the welfare of the Institute.

Such a definition of scope is a useful prelude to formulation of charges, but it cannot be regarded as a proper equivalent for a plain statement of what allegedly improper behavior, over which the Board had jurisdiction, occurred at specified times and places. Such a statement was asked for in advance of and at the hearing. The inadequacy became evident in this case when, for example, detailed examination occurred on the question of Dr. Snitzer's Naval discharge with the implication which it offered for a Board judgment about the veracity of the teacher.

The absence of charges produced its inevitable result; the burden of proof was shifted to the teacher. In this instance, definition of scope gave some focus to the inquiry, and the line of inquiry used by the Assistant Attorney General yielded guidance, but Professor Snitzer was obliged to give much of his effort simply to building a favorable picture of himself.

3. The Assistant Attorney General as prosecutor, judge, and person present in the jury room: At the beginning of the hearings, the Chairman of the Board announced that he was asking the Assistant Attorney General "to handle the procedural matters of this hearing until further notice or until any change is desired by the Chair [and] . . . in view of the fact that I have designated the Attorney General to handle the procedure I will ask [him] . . . to take over the Chair and rule on anything that he feels is a proper procedure." Mr. Salisbury, the Assistant Attorney General, at once replied, "I won't take over the Chair." This auspicious refusal offered a hope that proper functional distinctions would be observed. But almost at once, and frequently thereafter, the distinction was patently violated. For example: (a) Mr. Salisbury began addressing to counsel for the teachers questions of the kind which come appropriately only from a presiding officer. (b) At the beginning of his examination of Professor Snitzer, Mr. Salisbury got from the witness a characterization of a particular definition of Communism as "idiotic," and then revealed that the definition in question was the language of a Massachusetts statute. Trapping a witness in this way is, of course, normal procedure for an opposing counsel in an adversary proceeding; although not particularly fitting to an academic proceeding, it could, by itself, perhaps be tolerated. But when Professor Snitzer attempted to clarify his opinion, Mr. Salisbury changed to his judicial robes and said: "Doctor, I will be the best judge of the questions you will answer at this point."

However, the worst element in the Assistant Attorney General's participation is his having almost certainly remained with the Trustees when they went into executive session to deliberate upon the evidence and to arrive at a judgment. Counsel for Messrs. Snitzer and Fine both say this is their almost certain recollection; Professor Snitzer's recollection is that the arrangement of hearing room and ante-room was such that Mr. Salisbury's exit from the hearing room would inescapably have been noticed, and it was not.

4. Absent and silent witnesses: One of the most striking aspects of the hearing was the absence or silence of key witnesses. The issue which received the largest attention was the contradictions between Professor Snitzer and Dean Edlund about the disclosures which were made or not made at the interview of July 21, 1956 and about the related question of President Lydon's knowledge of this matter. The contradictions were obvious and overt; but Dean Edlund was not called to testify by the Administration, and was not "subpoenaed" by Professor Snitzer for examination;⁷ and President Lydon, who was present throughout the hearing, was not asked by anyone to say anything.

Counsel who represented Professor Snitzer at the hearing has written to the investigating committee stating, "The question of President Lydon was taken up well in advance of the hearing with Assistant Attorney General Salisbury, who made it clear that neither Lydon nor any other faculty member would be available for questioning at the hearing." The investigating committee asked Professor Snitzer about this point, when it interviewed him in Lowell, and was told that he hoped by not questioning the Dean or the President to retain his position at the Institute. In commenting on the first draft of this report, Dr. Snitzer stated that the investigating committee's recollection of the reason he gave in the interviews is incorrect. In a letter to the investigating committee, dated September 24, 1959, he writes:

Well before the hearing took place I indicated to my lawyer that I wanted to question both officials. After he discussed this with Mr. Salisbury, my lawyer informed me that this would not be permitted, and if I were to go through with the hearing at all it would have to be with this understanding. I agreed, since my appearance before the Board was obviously necessary for retention of my job at LTI, or in the event of dismissal, would help clarify the case for a prospective employer.

And in another letter, dated October 13, 1959, Dr. Snitzer states that his attorney concurs with the explanation just given. While the in-

⁷ Lowell Technological Institute faculty members state that Dean Edlund has been ill more or less since March, 1958 and has seldom been seen on the campus since that date. But the investigating committee could discover no evidence that the Dean was incapable of offering testimony in person, or at least by affidavit. And, of course, even if he was wholly incapacitated on April 25, 1958, the responsibility for presenting his knowledge and opinion devolved upon President Lydon.

investigating committee now presents Dr. Snitzer's written explanation, it does not feel it can modify its distinct recollection of the statement he made orally in Lowell.

In any event it is quite clear that Professor Snitzer's case was inadequately examined, either for his own good or that of the Institute, because key witnesses were not called. And the authority which could and should have corrected this defect in the hearing took no action; the Board of Trustees remained silent in the face of its obligation to resolve contradictions and to establish veracity.

5. **Dismissal without stated reason:** The Board, at the conclusion of its hearing, voted to dismiss Professor Snitzer and Mr. Fine. The teachers were informed of that fact, but no stated reason was given then or later. Professor Snitzer has complained to the investigating committee that this defect in the Board's action has embarrassed and injured him in seeking further employment. His complaint against the Board on this point appears reasonable.

III-B. Academic Due Process: Fine Case

Generally, the same questions relating to academic due process which exist in the Snitzer case arise in the Fine case. Thus:

1. *Treatment of the case as a police question*

On March 4, 1958, Mr. Fine refused to answer the questions put to him by the state police officers in President Lydon's office. He does not appear to have pressed President Lydon for an essentially academic consultation as did Professor Snitzer.

One aspect in this area of police treatment is found only in the Fine hearing. Assistant Attorney General Salisbury asked the counsel for the teacher, "Don't you think that the questions having been put by Capt. Murphy instead of President Lydon makes little difference since Capt. Murphy was acting for President Lydon at that moment?" Counsel for Mr. Fine replied, "Mr. Fine did not understand that. And, I would not so understand it." This description of Captain Murphy's function was not repeated in the later Snitzer hearing or again alluded to. Of course, Mr. Salisbury's statement does not constitute clear proof of such a delegation of power, but it permits a reasonable inference that, for that hour of questioning at least, Captain Murphy was functioning as an administrative officer of the Institute.

2. *Pre-hearing procedures*

There is no important evidence on this point in the Fine hearing transcript.

3. Failure to provide a faculty hearing

The observations on this area made in the Snitzer case hold good for the Fine case.

4. The hearing before the Board

The hearing before the Board in the Fine case had the same defects as those noted in the Snitzer case; they are less dramatically presented because the Fine hearing was shorter and simpler, but the same elements of denial of due process are present.

One element received its chief discussion in the Fine hearing—the adequacy of the rules of procedure adopted by the Board only the week before. Counsel for Mr. Fine stated in detail the failure of those rules to assure due process, and asked for their improvement. The Board of Trustees went into executive session and in a short time announced that no change in the rules would be made. The point having been sufficiently raised at the beginning of the Fine hearing, counsel for Professor Snitzer did not press for change again in his hearing, which followed thereafter, although the due process shortcomings were fully noted.

**IV. Refusal of the Administration
of Lowell Technological Institute
to Cooperate With This Association**

Between April 3, 1958 and February 24, 1959, the General Secretary of the Association sent three telegrams and two letters to President Lydon. On March 3, 1959, letters announcing the forthcoming visit of the investigating committee, and extending an invitation to meet with the Association's representatives, were sent to the President, to the Vice-Chairman of the Board of Trustees, and to Dean Edlund. All of these communications were couched in the language customarily employed by the Association's officers and committees; facts were stated objectively and statements of concern and invitations to respond were phrased with the courtesy which befits the business of professors. No answer was received to any.

The investigating committee informed the office of President Lydon of its arrival in Lowell and stated its availability. Near the end of its stay, the committee was able to reach by telephone Mr. Everett V. Olsen, the assistant to the President; he indicated that the Institute had received the Association's communications. On the particular point that he had withdrawn with the President at the time of the police interrogation of March 4, 1958 (which is not clear from the record), Mr. Olsen asked the committee to address to him a formal query because he wanted to an-

swer and go on record. This question, as well as a request for a number of documents (for instance, relevant sections of the Massachusetts education law), was presented to Mr. Olsen in a letter and subsequent telegram. There has been no reply.

On April 6, 1959, the investigating committee sent a copy of the request made of Mr. Olsen to Dr. Owen B. Kiernan, Commissioner of Education of the Commonwealth of Massachusetts, and asked his aid. The letter to Dr. Kiernan emphasized that he was being addressed as Commissioner and not as an *ex officio* member of the Lowell Technological Institute Board; he was asked to provide only such items as lay within his jurisdiction as Commissioner.

In a first reply, Dr. Kiernan said he had discussed briefly, and would discuss more comprehensively, with President Lydon the Snitzer case and the Association's interest. In a second reply (which was accompanied by relevant statutes), the Commissioner wrote: "... President Lydon indicated that he would seek the advice of the trustees of L.T.I. . . . with reference to your investigation President Lydon has informed this office that the matter was reviewed and that the trustees reaffirmed their previously adopted position that the teachers involved had received fair and impartial hearings and that the trustees considered the case closed."

V. Conclusions

The disharmony between the procedures employed in the Snitzer and Fine cases and the principles and rules generally accepted and followed in academic institutions, and stated by this Association, is so obvious that no further exposition or argument appears necessary. The investigating committee, therefore, proceeds directly to a statement of its conclusions:

1. The election of the Administration to treat as police cases a situation in which no criminal element was involved was a serious abnegation of institutional responsibility.

2. The failure of President Lydon to provide guidance and counsel to members of the teaching staff, particularly when such help was voluntarily sought, was an act of dereliction meriting explicit condemnation.

3. The summary suspension of Mr. Fine and Professor Snitzer and the failure to provide hearings before a faculty committee on academic issue were clear denials of academic due process.

4. The hearings before the Board of Trustees were lacking in due process or violative thereof because the procedural rules were inadequate and defective; no charges were presented; an Assistant Attorney General acted variously as prosecutor, judge, and member of the jury; key witnesses were not required to testify on matters vital to the professional

reputation of the teacher; the dismissal was without stated reasons. These failures to provide academic due process were all the more serious because counsel for the teachers explained in detail, at the beginning and end of the hearings, the denials of due process which were imminent or had occurred.

5. The failure of Dean Edlund to appear and place himself under oath for examination at the Board hearing, or even to submit a statement by way of affidavit, was a gross failure in administrative responsibility and in professional integrity meriting explicit condemnation.

6. The failure of President Lydon, Dean Edlund, and the Chairman and Vice-Chairman of the Board to reply to communications from the General Secretary of the Association and the investigating committee, constitutes regrettable disregard of an expression of significant concern by an organization which represents the interests of teachers and scholars in the American community of higher education.

These conclusions lead the investigating committee to believe that the Administration of the Lowell Technological Institute has grossly violated those principles of this Association which embody the concept of due process.

David Fellman (*Political Science*), University of Wisconsin, *Chairman*

Louis Joughin (*History*), Staff Associate in the Washington Office of the Association

The Investigating Committee

Committee A on Academic Freedom and Tenure has by vote authorized publication of this report in the *AAUP Bulletin*:

Robert K. Carr (*Political Science*), Dartmouth College, *Chairman*
Members: Robert Brode (*Physics*), University of California; Ralph S. Brown (*Law*), Yale University; David Fellman (*Political Science*), University of Wisconsin; William P. Fidler (*English*), Washington Office; Ralph F. Fuchs (*Law*), Indiana University; Bentley Glass (*Biology*), The Johns Hopkins University; Louis Joughin (*History*), Washington Office; Harold W. Kuhn (*Mathematics*), Princeton University; Douglas B. Maggs (*Law*), Duke University; Walter P. Metzger (*History*), Columbia University; Glenn R. Morrow (*Philosophy*), University of Pennsylvania; Paul Oberst (*Law*), New York University; Warren Taylor (*English*), Oberlin College; Helen C. White (*English*), University of Wisconsin.

Censured Administrations

Investigations by the American Association of University Professors of the administrations of the several institutions listed below show that they are not observing the generally recognized principles of academic freedom and tenure, endorsed by this Association, the Association of American Colleges, the Association of American Law Schools, the American Library Association (with adaptations for librarians), the American Political Science Association, the American Association of Colleges for Teacher Education, the Association for Higher Education of the National Education Association, the Eastern and Western Divisions of the American Philosophical Association, and the Southern Society for Philosophy and Psychology.

Placing the name of an institution on this list does not mean that censure is visited either upon the whole of the institution or upon the faculty, but specifically upon its present administration. The term "administration" includes the administrative officers and the governing board of the institution. This censure does not affect the eligibility of nonmembers for membership in the Association, nor does it affect the individual rights of our members at the institution in question, nor do members of the Association who accept positions on the faculty of an institution whose administration is thus censured forfeit their membership. This list is published for the sole purpose of informing our members, the profession at large, and the public that unsatisfactory conditions of academic freedom and tenure have been found to prevail at these institutions. Names are placed on or removed from this censured list by vote of the Association's Annual Meeting.

The censured administrations, with dates of censuring, are listed below. Reports were published as indicated by the parenthesized *Bulletin* citations.

The Jefferson Medical College of Philadelphia (Spring, 1956, p. 75)	April, 1956
North Dakota Agricultural College (Spring, 1956, pp. 130-160)	April, 1956
Temple University (Spring, 1956, pp. 79-80)	April, 1956
Catawba College (Spring-April, 1957, pp. 196-224)	April, 1957
Alabama Polytechnic Institute (Spring, 1958, No. 1, pp. 158-169)	April, 1958
Dickinson College (Spring, 1958, No. 1, pp. 137-150)	April, 1958
Livingstone College (Spring, 1958, No. 1, pp. 188-191)	April, 1958
Southwestern Louisiana Institute (Winter, 1956, pp. 718-733)	April, 1958
Texas Technological College ¹ (Spring, 1958, No. 1, pp. 170-187)	April, 1958
Fisk University ² (Spring, 1959, pp. 27-46)	April, 1959
New York University (Spring, 1958, No. 1, pp. 22-52; Autumn, 1958, pp. 663-664)	April, 1959

Censure Removed

By vote of Committee A on October 9, 1959, the censure of the administration of the University of Michigan was removed.

¹ Censure was voted specifically on the Board of Directors, and not on the institution's administrative officers.

² Censure was voted specifically on the Board of Trustees, and not on the institution's administrative officers.

Book Reviews

IN CLEAR AND PRESENT DANGER: THE CRUCIAL STATE OF OUR FREEDOMS, by John W. Caughey. Chicago: The University of Chicago Press, 1958. ix + 208 pp. \$4.00.

If those who forget history are prone to repeat it, the recovery of events we would rather forget or wish had never happened is clearly a public service. This is especially true of recent events where the enchantment of distance has had little chance to take effect. In these terms Professor John Caughey has performed a definite public service. *In Clear and Present Danger* extensively and effectively recovers those events of the recent past, particularly from 1947 to 1957, which seriously abridged our traditional liberties. Professor Caughey further finds, as his title suggests, that the recent past is being repeated, though less blatantly, in the present.

In eleven vividly-titled, pointed chapters, Professor Caughey recounts the development of investigations into un-American activities, the doings of Congressional committees, the application of loyalty oaths, reinterpretations of the Bill of Rights, the investigation and dismissal of teachers, the undertakings of ideological vigilantes, and the courageous actions of some defenders of freedom. His generally careful and appropriately calm account of these events persistently adverts to specific instances and situations but also provides grounds for their interpretation.

"Anti-Communism," Professor Caughey holds, "is our generation's contribution to the American heritage." By anti-Communism he means not the proper concern over external threat to national security or infiltration and espionage by domestic Communists but rather the dangerous extension of this concern into "a devastating bludgeon against liberalism and nonconformity." Anti-Communism in this sense, Professor Caughey shows, has become a public force because of its usefulness in attacking labor, reformers, socialists, Democrats, and anyone else who might share some of the "nonconspiratorial aims of the American Communists" or want to change the *status quo*. The natural fruit of such anti-Communism is the adoption of internal security precautions inappropriate to the real peril posed by American Communists, and unjustified abridgment of the Bill of Rights at many points. As Professor Caughey considers infringements on our traditional liberties, he offers suggestive interpretations of the meaning of those liberties and their grounds. They are not only a source of personal satisfaction but also, like academic freedom, have an important social purpose. This is especially apparent in their "receiving end" where freedom of speech and press become freedom to hear and read, companion aspects of the freedom to learn and know, which is indispensable to any effective self-government.

After refusing to sign a test oath at the University of California, Professor Caughey was restored to his post in American History as the result of court action. This biographical fact adds special interest to his chapter on academic freedom, portions of which first appeared in this journal. Pro-

fessor Caughey recounts pertinent events at the Universities of Washington and California and considers the Feinberg Act, the Oppenheimer case, and the declaration of the Association of American Universities. Further, he examines at some length the rationale of academic freedom, noting its important social purpose, historical precedent, and special relation to tenure. Such an examination, events would suggest, cannot be made too often even for members of the academic profession.

In a few respects *In Clear and Present Danger* may be somewhat unsatisfactory even for the general reader. On some key issues—Holmes's "clear and present danger" test, the Supreme Court decisions of June, 1957, and the position taken by certain universities on dismissal of Communists—there might have been greater accuracy with fuller quotation and more detail. The minor inaccuracy in referring to "the more moderate Trotskyite faction of the American Communists" obscures the full irony in Communist support of the Smith Act in 1941 against the Trotskyites, their political enemy. Further, readers who remember Professor Caughey's pages on the complex causes of our present anti-libertarian sickness—changes in technology, in government, in business, and the threat of atomic catastrophe—and those who remember his evidence that the sickness is "in the blood stream" may find his concluding words on the remedy to be at least anti-climactic. None of the betrayals of freedom, he concludes, has been written into the Constitution. "A summoning of popular determination is all that is needed." But a sickness rooted in basic institutional patterns of a mass society requires much more for its cure than determination. Professor Caughey has elsewhere (*AAUP Bulletin*, Autumn, 1951) well suggested changes in one institution, education, which might begin to make a difference.

LOYD D. EASTON
Ohio Wesleyan University

CONTROVERSY: READINGS TO STIMULATE THOUGHT AND DISCUSSION. Edited by Randall W. Hoffman and Robert Plutchik. New York: G. P. Putnam's Sons, 1959. 215 pp. \$3.50.

This paperbound book "designed to give support to the discussion that would ordinarily take place in Freshman Orientation Courses" is edited by the Dean of Students and an Assistant Professor of Psychology of Hofstra College.

Forty-six articles, varying in length from one page to ten pages, are included under ten general topics. Twelve articles are taken from books, four are contributed by the editors, the others are taken from such diverse sources as *The New York Times*, *The Saturday Evening Post*, *Esquire*, *Personnel and Guidance Journal*, *Variety*, and *The Nation*. The authors of these articles range from Francis Horn, Harold Taylor, and Bertrand Russell to Tallulah Bankhead. It is a matter of regret that brief notes about the authors are not included.

Each of the ten sections of the book, all dealing with topics having to do with understanding oneself, are preceded by very brief introductions and followed by a series of questions entitled, "Ideas for Discussion." A wide margin is provided on each page for note-taking.

A book of readings does not lend itself very readily to review, especially when the purpose of the book is to stimulate controversial discussions. It is

true that this reviewer would not have selected the same articles for such a selection, but it is equally true that no one else would be likely to select those articles the reviewer would include. Presumably, this very fact contributes to the likelihood of "controversy," which is, after all, exactly what the authors seek to accomplish.

Those who have no strong convictions about the material they wish to include in an orientation course for freshmen will probably prefer to use a compilation of this kind rather than to gather their own. For those teachers the book here reviewed should have value.

SAM DUKER
Brooklyn College

TENURE IN AMERICAN HIGHER EDUCATION: PLANS, PRACTICES AND THE LAW, by Clark Byse and Louis Joughin. Ithaca: Cornell University Press, 1959. 228 pp. \$3.50.

The factual content of this volume is grouped roughly under two headings. The first concerns the tenure plans or systems in a selected group of institutions of higher learning. To secure an adequate sample, the authors confined their investigation to institutions in Pennsylvania, Illinois, and California. These states are well distributed geographically—though the omission of a southern state is unfortunate. Each state also has a large number and a wide variety of institutions. To the usual method of procedure, the dispatch of a questionnaire, 170 institutions responded; by the exclusion of state teachers' colleges, junior colleges, and "institutions of specialized interest," the authors reduced the number for final study and generalization to eighty. The list, given in an appendix, includes such great state-financed or state-governed institutions as the University of California at Berkeley, the University of Illinois, and The Pennsylvania State University. The majority of the institutions in the sample are private colleges, for the authors chose to deal with "the older and more traditional institutions." Perhaps this focus is justified, for you can nail down established places more easily than those in course "of becoming." In the context of this study, private colleges present some peculiar and delicate problems. Though American experience has demonstrated, in general, that the supporters of academic freedom and of tenure have those matters licked in private institutions, in public institutions, as in the McCarthy era, the problem is more hazardous and difficult. In any case, the authors find that, either in document or practice, "tenure is virtually universal" among their eighty institutions. While this general recognition of the tenure principle is heartening, Mr. Joughin, in a strong chapter, quite properly criticizes the haphazard "evaluation criteria" in bestowing tenure upon individuals. Worse is silence. "On the record the judgment of the practicing profession on a mainly professional matter is not asked for in fifty-four out of eighty institutions." Turning then to the other end of the professor's tenure span, Joughin concludes that the "plans and practices relating to dismissal are unnecessarily vague" in their statement of "criteria for dismissal" and that procedures are often "deficient or nonexistent." There is an explicit and full discussion of what due process really involves.

The second theme of the volume, primarily Mr. Byse's responsibility, is the position of tenure in the eyes of the law. Probably for confirmed readers of the Association's *Bulletin*, this will be the more novel part of the volume.

In public institutions where formal tenure systems exist in statutes or in documents assented to by trustees and regents, a dismissed professor might well resort to the courts, which—if the professor proves his case—can restore him to his employment. In private institutions, a successful recourse to the law is less likely, for most charters have given the governing boards or their agents such ample powers they can proceed somewhat as they please. Even though the injured professor might be able to prove he was protected by a contract with his institution, the judges would be more likely to award him damages than they would be to restore him to his position. Perhaps we shall live to see the day when an institution will buy up the contract of an "uncooperative" professor as it now does that of an unsuccessful football coach.

This book is on the side of the angels. But in my opinion it is not the last word in their behalf. To use an analogy, the observance of academic tenure in this country is essentially a practice based upon cases. To learn what a number of institutions assert in formalized statements about appointment and dismissal policy is useful; but in moments of crisis and controversy, what institutions do is important, and often quite different. How essentially cases determine policy and procedure the narrative unwittingly bears witness. On the one hand, I seem to detect impatience, or at least incredulity, over "financial exigency" as an operative cause for dismissal. In the depression days of the thirties, this was the cause for dismissal and the Statement of Principles in 1940, coming at the end of the decade, naturally reflected this situation. On the other hand, the authors quite rightly deal in detail with the proper conduct of a hearing: the right to "summon" witnesses, to "confront" one's accuser. I, for one, would not sell short a single one of these procedural safeguards; but the itemized insistence upon them stems from a greater acquaintance with cases involving assumed Communists than with cases involving more routine accusations of incompetence in humdrum days.

Professors, like other workers, are certainly entitled to calculate whether resort to the courts as a palladium of their liberties would be beneficial. The first question is whether it is practical. If I understand the narrative aright, such a resort, at least for those in private institutions, would involve, as a preliminary, persuading trustees to surrender or to limit powers they already legally possess. This would be so long and arduous a process that persuading trustees to do justice and love mercy at first hand might be shorter and nearly as effective. Finally, we must not forget that the courts, though not the whole government, are a part of it. Their record in civil liberties in the last few years is spotty and not untainted with political considerations. The academic world has just emerged from a period in which partisans in government have demanded that professors who did not believe something acceptable, usually some foreign policy line, should be fired. I am loath to take any step which would give judges a handhold to weaken private education's comparative impregnability to government interposition.

This is an informative and provocative book. It raises a standard to which the wise, the true, and the good can repair. As an educative volume for the unregenerate, as a stimulus to discussion and speculation among the saved, it is without peer.

EDWARD C. KIRKLAND
Thetford, Vermont

THE UNIVERSITY OF PENNSYLVANIA FACULTY: A STUDY IN AMERICAN HIGHER EDUCATION, by Richard H. Shryock. Philadelphia: University of Pennsylvania Press, 1959. 259 pp. \$5.00.

Richard Shryock's excellent study of the faculty is the third of the books projected from the Educational Survey at the University of Pennsylvania. Already in print are *Graduate Study and Research in the Arts and Sciences at the University of Pennsylvania*, by Hayward Keniston, and *Humanistic Teaching and the Place of Ethical and Religious Values in Higher Education*, by the late Edwin E. Aubrey. Other volumes are in preparation, and there will be a final summary report by the Directors of the Survey, Joseph H. Willits and Malcolm G. Preston.

This Survey is unique. Many colleges and universities are, of course, evaluating, testing, and making efforts to live up to the standards thoughtful people are suggesting. But in the scope and in the principle behind the Pennsylvania Survey this institution has shown considerable vision. This is no mere survey of the faculty by the faculty. The University has brought in outside consultants in all areas. However, the work of the consultants has been enriched by the cooperation of research committees on which the faculty and administrators have devoted much time over the last several years in the effort to secure facts which otherwise might have escaped the judges. Among the experts, Dr. Shryock is a particularly happy choice; since his own teaching years at Pennsylvania he has been disassociated for some time from the campus. He therefore brings his own experience at the University tempered and pointed up, truly objective, to his portrayal of the faculty. His service as a former president of the American Association of University Professors and as the current president of the International Association of University Professors and Lecturers has obviously contributed to his perspective on the academic profession.

It is impossible to do more than to suggest the thoroughness and the value of this study. The writer has reported clearly the existing patterns at Pennsylvania. He has prefaced this with a brief general account of the problems of higher education in this country, making stimulating comparisons and contrasts with European practices. And he concludes his book with pertinent comments on the future.

What makes this report most valuable is that its thrust is far beyond the immediate analysis of conditions at one university. Dr. Shryock's interest in, and desire for, the good of American universities at large is clear in his use of the facts at Pennsylvania and his many generalizations and suggestions from those facts. To define a philosophy of the faculty one must understand the relationships of faculty, he points out, to the public and the community, to the trustees, to the administrators of the institution, to the students and the alumni, and finally the relations of the faculty within itself. The author says that the University of Pennsylvania (and this is true for many institutions) does not seem to be held in properly high esteem by its own community, and often does not get a good press. He suggests that relationships between faculty and trustees might well be closer, perhaps by faculty representation on the board. He gives a detailed analysis of relations between administration and faculty with suggestions for even closer communication, and for faculty participation in budgetary as well as academic matters.

Difficult though it is to rate a university, Pennsylvania has been, in certain countings, listed immediately below the first ten in the country. Since

it is clearly the aim of the University to excel, and excellence depends upon faculty, Dr. Shryock investigates the morale of the faculty. His findings are generally favorable. Occasionally on the assistant professor level dissatisfaction exists, and the writer points out that careful attention should be given to the problems of the younger faculty members in teaching load, advancement, and responsibility in university affairs, since it is from this group that any institution should expect to make many of its senior appointments.

Recruitment of sufficient staff is the growing concern of all colleges and universities. Dr. Shryock considers the various possibilities, reminding the reader, however, that no lessening of proper training for the faculty of a true university is wise. He emphasizes sources of additional personnel, sources not at present utilized as fully as they might be: nonacademic personnel such as those in high schools, in government, and in industry; women; so-called minority groups; and emeriti.

In the discussion of rank and tenure, he suggests that instructors should ordinarily not serve more than three years before the up-or-out policy takes effect. Assistant professors, appointed at Pennsylvania for three-year terms, should not be reappointed unless the university wants to keep them permanently. And, for the sake of incentive and morale, at least 40 per cent of this level of staff must secure advancement. "Faculties should not be cluttered up with permanent members whom departments will not or cannot advance."

It is well, Dr. Shryock feels, for faculty as well as trustee judgment to be utilized in choosing a new president at any institution. Chairmen of departments should serve for set terms, and the Dean should act as part of a faculty-chosen executive committee in selecting chairmen. Appointment and promotion should be given for merit. While admitting certain valid criticisms of the doctoral degree, the writer thinks that "most of those who hope to teach in university colleges should be selected and trained with a view to productive scholarship." Other criteria for appointments will, of course, include teaching ability.

This report faces the problem of inbreeding. About 70 per cent of the Ph.D's of the Wharton School received them at Pennsylvania, and have done nearly all their teaching there. In the Arts College, about 55 per cent of the faculty over the age of fifty hold Pennsylvania Ph.D's, but of the full-time staff, ignoring age, only 47 per cent hold them—a fact which shows that a deliberate attempt to reduce inbreeding has recently been made. Dr. Shryock believes that no more than 40 per cent of Ph.D's from the mother institution should comprise any staff. He notes, however, that bringing back a good man with experience elsewhere can be valuable indeed, and that such a man should not be counted within the 40 per cent.

Throughout the report, countless stimulating suggestions are made. The author explores the need for studies in higher education. He summarizes and frankly gives his personal position on the controversial matter of the appointment of professors of higher education. He believes that such men should be appointed in universities, but not as members of the education department, nor as part of the administrative staff. Rather, such a specialist, perhaps as a member of the faculty of the Graduate School, should represent "the interests of higher education in general, and those of the University of Pennsylvania in particular." On the issue of student evaluation of teachers,

Professor Shryock favors such ratings as useful to the teachers themselves and as helpful at times to the administration.

This book emphasizes the distinction between the college and the true university, and the responsibility of the university professor for creative work—research in its widest definition. Original scholarship must be the criterion for university faculties, and as one of his final suggestions, Dr. Shryock urges that "one or more American universities should be set up with exclusively graduate and professional functions."

It is good to know that the numerous reports of the Educational Survey at Pennsylvania are bearing fruit. Many of the suggestions made by the consultants have already been carried out. Salaries at the University have recently been raised 20 per cent, a careful spelling out in detail of excellent tenure provisions has been made, and a flexible retirement program has been designed. And thus the practical as well as theoretical value of the report is evident. This book will be read profitably and enjoyably by members of faculties and administrations all over the United States; and by those from abroad who are interested in our educational patterns. But particularly important, I think, is that this study should be read by all who harbor a real concern for research and teaching, since these disciplines point to greater freedom and wisdom.

THELMA SMITH MINER
The Youngstown University

THE CAMPUS AND THE STATE, by Malcolm Moos and Francis E. Rourke.
Baltimore: The Johns Hopkins Press, 1959. x + 414 pp. \$6.00.

THE EFFICIENCY OF FREEDOM, *Report of the Committee on Government and Higher Education*. The Johns Hopkins Press, 1959. viii + 44 pp. \$1.00.

The importance of these volumes may be gauged by their source. In response to suggestions from the Association of Governing Boards of State Universities and Allied Institutions, the National Association of State Universities, and the American Association of Land-Grant Colleges and State Universities, the Fund for the Advancement of Education, a subsidiary of the Ford Foundation, organized in January, 1957, a Committee on Government and Higher Education, and has since financed its work. The chairman of the Committee has been Milton S. Eisenhower, President of The Johns Hopkins University; its fifteen members include James B. Conant and Arthur S. Flemming. A small staff, under Professors Moos and Rourke, both then of Johns Hopkins, made a wide and thorough investigation, and prepared the survey, *The Campus and the State*. On this Staff Report, and with the advice of numerous consultants having particular experience and knowledge, the Committee has based its own statement. *The Efficiency of Freedom* summarizes the problem, and presents a series of definite recommendations to the administrators and governing boards of state universities and colleges, to state legislatures, and to governors of states.

The area of investigation and comment has been strictly delimited. It is stated, on the jacket of the Staff Report, as "the impact of state administrative controls upon the management of state colleges and universities." The controls in question are predominantly those typified by state departments of

administration and their budgets, audits, bureaus of central purchasing, regulations of a civil service, and the like. In general, one may say that the current tendencies to centralize and to standardize the financial control of all the branches of a state government, when applied to state institutions of higher education, may give rise to incidents and policies that are variously irritating, frustrating, or subversive to the central purposes of an institution; and that these results may be initiated or permitted by either incomprehension, the demands of inflexible routine, the egotism of subordinate officials, or the calculations of major figures in state politics.

The Staff Report attempts to survey the problem as it has existed during the last half-century in most of the states of the Union, to differentiate among the causes and to discern the conditions which have obtained for each, to discover the comparative frequency of the different kinds of results, and to assess their effects upon administrations and institutions, both immediate and ultimate. The task has combined breadth of reference, the delicate analysis of complex phenomena, and the necessity of adequate statement for numerous conflicting points of view. The book is lucid and convincing; but because it strives primarily to convey a conspectus, as a basis for recommendation and action, it makes heavy demands upon a reader. The index is inadequate.

Since I teach in one of the four states where the encroachment of governmental controls "at a number of critical points and in a remarkable variety of ways" is termed "indubitable," I should say that the discussions and references to our difficulties seem to me both accurate and temperate. I can lay no claim to full or special knowledge; but I can testify to the alarm and disgust of the faculties concerned. Some of the difficulties have diminished in the past five years, after intelligent discussion in an atmosphere of good will had made clear the difference between our purposes and requirements and those of other branches of the state government. Some other, more dangerous, difficulties have increased.

In the *Acknowledgment* prefixed to its own statement, the Committee writes that it "has sought to reconcile the goal of efficiency in state government with the freedom required for institutions of higher education." Though it asserts and emphasizes the high degrees of integrity and competence that usually exist on the campus and in the capitol, it is moved to make a number of specific recommendations concerning the financial relationships of the two places. For example, it recommends that, in connection with higher education, "budget officers should not have the authority to determine specific expenditures, fix individual salaries, or otherwise judge or alter educational programs or policies." It considers that state colleges and universities should be encouraged "to make voluntary use of state purchasing services, but they should be exempted from compulsory centralized state purchasing." It "reaffirms the need for a thorough post-audit," but recommends that "the pre-audit should not be applied to higher education." It states that "autonomy in the control of both academic and nonacademic staff is by far the preferred arrangement."

More generally, in its remarks addressed to state legislatures, the Committee recommends that "legal autonomy should be given to every institution of higher education that carries on a substantial program of teaching and research," and that, when allocating funds, legislatures should "avoid all attempts to legislate specifics of educational policy." On the other hand, to

administrators of universities, the Committee recommends that, despite their misgivings, they "should be candid and communicative in their dealing with state government," and urges them "to establish, maintain, and deserve a reputation for efficiency and sound management."

And finally—though the item appears first in the list—"The Committee encourages academic officials, trustees, alumni, and all other individuals with an interest in higher education to make a strenuous effort to explain the case for independence of colleges and universities persuasively to state officials and the general public." The sentence seems to exhibit a haunting oversight: no mention is made of those men who actually "carry on the substantial program of teaching or research," or to phrase it bluntly, teach and think. No doubt the apparent implication of their practical nullity—like that of *femes covertes*—should be dismissed as unintentional, a ghost raised by the strict delimitation of the discussion; it does not accord with the known opinions of some members of the Committee, such as Messrs. Conant and Flemming, concerning the role of faculties in other university affairs. But there are several passages in the Staff Report in which the investigators affirm the existence of a puzzling amount of good will towards higher education among the voters, legislators, and state officials. One may hope that the Ford Foundation will organize a committee to clarify the problem.

W. D. PADEN

The University of Kansas

MEMO TO A COLLEGE TRUSTEE, by Beardsley Ruml and Donald H. Morrison.

New York: McGraw-Hill Book Company, Inc., 1959. xiv + 94 pp. \$1.00.

Although not addressed to him, every faculty member should be disturbed by Beardsley Ruml's and the late Donald Morrison's *Memo to a College Trustee*. Traditionally, we teachers have taken the view that our job is to teach, and we have expected someone else to worry about the economics of the educational process. More recently, we have said that we are underpaid, that our salaries should be doubled, but that we still should plan and handle the teaching, and still should not worry about the economics. In this book, Ruml says we should worry, and that if we really want our salaries doubled, we must. Morrison, former Provost at Dartmouth College, is even more challenging, for he argues that when we are organized in faculties, we seem to be most interested and skillful in achieving inaction and creating obstacles to change.

The *Memo* is concerned with the problems of the traditional, independent, four-year liberal arts college. Ruml's comments center about the curriculum, which he regards not as a carefully planned educational whole, but as the patchwork product of a number of special advocates, the least of whose objectives is the efficient use of resources. Ruml is concerned with the better utilization of faculty. He decries the proliferation of courses, the costly effort to redeem the lecture course by attaching discussion sections, and the maintenance of great numbers of courses for which the demand is represented by less than ten students. In addition to reducing the number of courses, he would reduce the number of class-hours from fifteen to twelve per week and would lengthen the operating year to four eleven-week terms.

The point emphasized most is that of class size. The Ruml logic is that the more teaching that is done in large lecture courses, the smaller the faculty required and the higher faculty salaries can be. He would regard a student-faculty ratio of 20-1 as reasonably appropriate. This brings him to his basic point that colleges today should solve their financial problems not merely by pleading for additional income but also by a more efficient use of presently available resources.

In order to assure the faculty that it will benefit directly from any increase in its productivity, Ruml has suggested that total faculty compensation be fixed at a point equal to tuition receipts. He argues that this would encourage the raising of funds from other sources (an objective which needs no added stimulus and which would eliminate one of the most effective appeals to alumni), would restrain the creeping expansion of administrative expense (a doubtful conclusion), and would set up a fixed total faculty salary fund, so that any reduction in the number on the faculty would increase the pay of the survivors.

It is certainly true that a faculty is not inclined to give great weight to economic considerations when it feels that there is not equal care in all other budget expenditures. But Ruml suggests no clear independent criterion to establish the appropriate level of tuition. It is not good enough to say that tuition will be raised as required by faculty compensation, and, at the same time, that tuition will control faculty compensation. In fact, there is no necessary relationship between tuition income and faculty compensation, and to tie them together would seem to introduce various considerations which might not always be desirable. Such an arbitrary allocation, acting both as a maximum and a minimum for each side of the equation, would certainly work against the best allocation of total resources.

Even more provocative than Ruml's challenges is Morrison's chapter entitled "Achievement of the Possible," in which he discusses the college in governmental-legislative-political terms. He describes the weakening of the leadership of the college president, which he attributes to the increased burden and complexity of his duties. And he outlines the nature of the academic community, intensely democratic and individualistic, the sum of many independent efforts, a vague common enterprise with very limited forms of discipline. He sees little hope for effective action in view of the present set of constraining checks and balances. In his chapter, Morrison, who seems to be not quite as hopeful of leadership from the trustees as Ruml, suggests the need of a new instrument such as a "Council for Educational Policy and Program," possibly with the president as chairman, with members chosen to give it prestige, and with the continuing responsibility for planning the curriculum within whatever general model of size and structure the governing board has adopted. Since from time to time there have been revolutionary changes in a number of different institutions, it would be interesting to know how these were brought about. A fair guess is that dissatisfaction is always one basis for these changes, and certainly some instrumentality is needed for developing a new program.

In discussing why faculty members are slow to accept change, Morrison points out that the impending crisis in education has not aroused the teacher to the need for increased productivity but has rather delighted him with the prospects of increased compensation. And then he says,

It might be noted, also, that the American Association of University Professors—the principal national association representing teachers and scholars rather

than disciplines and institutions—has not assumed leadership in counteracting this view. It is working energetically to bring about improvement in faculty salaries and in other aspects of employment. But there is little indication that it believes that the profession is obligated to contribute to the solution of the salary problem by eliminating waste in present curriculums and teaching methods. Thus the individual's attitude toward change is reinforced by the national organization which seeks to represent and advance his interests.

As the Association grows in strength and vigor, and as it expands its area of concern, this charge, although overstated, needs to be kept in mind.

It seems clear that the structure of teaching will necessarily change during the next decade to find an adjustment between the rapidly rising number of students and the more slowly increasing number of qualified faculty members. Unless there is to be a serious deterioration in faculty quality, the method of teaching will have to change. It may come not as the result of Ruml's arithmetic, but as the result of the inexorable aging of the products of the postwar baby boom, plus the higher proportions than ever before which will seek a college education. If we view the problem in terms of how best to achieve the most with scarce resources, we must face the problems of class size, of class-hours per week, of vacation time, of devices like TV, and of independent reading or study courses or periods.

Ruml and Morrison have raised the questions of what can be done and how this is to be achieved. Some institutions are already making plans for the future, and foundation lures have stirred up local interest in various forms of experimentation. But neither a sense of dissatisfaction with the present nor of urgency about the future is really pressing upon us today. Perhaps we do appear to be bound by "traditional thinking born of inertia and pride." Nevertheless, the advancing cohorts are around the corner, and we need to meet them not with expedients and improvisations but with the best solutions which we can devise to maintain quality in higher education. Ruml and Morrison may not have produced the final answers, but at least they have asked the right questions.

WILLARD L. THORP
Amherst College

Letters

The editors believe that this new "Letters" Department will provide a long-needed clearinghouse for exchange of views on *Bulletin* contents, Association policies and programs, and other matters of concern to the academic profession. Each contributor should list his field and institutional affiliation following his signature.

Too Pragmatic

I was especially impressed by the article, "Why Have ROTC on Campus?", by Alan Brick of Dartmouth (*AAUP Bulletin*, Summer, 1959), and plan to write him to express my congratulations.

My chief criticism of the *Bulletin* is that sometimes it seems a bit too pragmatic—that is, concerned too much with the practical side of our profession, and not enough with the subject matter. Occasional articles emanating from the various disciplines might be refreshing to everyone concerned.

ARTHUR W. MUNK (*Philosophy*)
Albion College

Piracy of Scholars

It is high time that learned societies and professional associations of scholars take cognizance of the growing and evil practice by college-text publishers of making up books out of other people's writings. These are so-called "books of readings" or "introductions" to this or that discipline, or combinations of disciplines. They are clip and paste jobs with sometimes two or three lines for the original author as a pat on the head, and sometimes with no more than a cavalier

nod in his direction in a footnote. In any case, this is easy money for the compiler and the publisher, and a poor way (as regards scholarship and teaching) of getting a book together.

But what I wish to protest against especially is that many publishers now do not even ask authors for permission to include their material in these collections, despite the fact that authors usually hold the copyrights. They simply ask their fellow-publishers who, because they are in the same cheap game themselves, readily give consent. The defenseless author does not know that he is being used until he comes across the work by accident. Needless to say, in this kind of flim-flam, no one bothers to talk of compensation for reprinting.

Time was when such compensation was the ordinary and honorable procedure, with permission first obtained from the author before the publisher (simply as a courtesy) was approached.

I recently had the outrageous experience of finding myself reprinted three times in a melange which purported to be an introduction to the social sciences. This was done without my knowledge, consent, or, of course, any compensation. In fact, the publisher resented my asking for three free copies of the book, and,

after an exchange of a number of letters, ended up grudgingly by sending me one, and that a paperback.

I am calling upon learned societies to protect their members against this sort of high-handed treatment and to formulate rules of permission and compensation. It is all very well—and proper—to protest against the Russian piracy of American books; but piracy at home is equally reprehensible.

LOUIS M. HACKER (*Economics*)
Pennsylvania State University

Nominees Polled

I should like to submit a question which is not amenable to solution by vote or hurried discussion, but which needs thoughtful consideration by the members of our association:

The Indiana Conference of the A.A.U.P. has, for two years, requested nominees to the Council to submit statements of their views on Association policies. Several nominees have stated that they consider the project worthwhile, and have suggested wide distribution of the answers. Others have objected.

I, myself, have not made up my mind on this matter, but here are the pros and cons of this practice as they occur to me:

Pro: (1) The scant biographical data on the nominees, as published in the *Bulletin* and printed on the ballot, do not permit the voter to know the nominee's views on major issues confronting the Association. (2) At best, the voter seldom knows, or knows of, more than two or three of the twenty nominees to the Council. (3) There is evidence that the questions the Indiana Conference asked led some of the candidates to come to grips, for the first time, with important issues.

Con: (1) The practice smacks too much of "electioneering." Candi-

dates may be tempted to give their answers a direction to conform with the known or presumed stand of the Indiana (or some other) Conference on this or that issue. Also, candidates may feel impelled to commit themselves on issues about which they should keep an open mind. (2) The distribution of the responses to the inquiry is left up to individual chapters, and presents technical difficulties. (The first such solicitation of views resulted in twenty-five mimeographed pages of answers.) There is evidence that the majority of A.A.U.P. members in Indiana did not see the answers before they voted.

What does the membership have to say about this poll? Assuming that the presently available information about nominees to the Council is inadequate, are there alternatives to the project of the Indiana Conference?

HENRY H. H. REMAK
(German, Comparative Literature)
Indiana University

Where to Retire?

In the last twenty-five years we have seen a tremendous growth in retirement programs and facilities under the auspices of church organizations, trade unions, professional societies, industrial corporations, and others. Some retired university and college teachers are eligible for such services. But all too frequently they are left to their own devices and resources in planning their post-career years. Some find it desirable to remain near the campuses where they have been teaching. Others seek a long-selected retreat in another area. This still leaves a third—and I suspect a very large—group.

Most retirees, regardless of their calling, find the continued company of their colleagues highly desirable. Such company is invigorating in the leisure years when habits of fellow-

ships tend to linger on. The development of retirement communities for professors should, therefore, be of considerable interest.

My proposal is that the Association be empowered to create a commission to study the retirement interests and needs of the membership, and to come up with recommendations. But first, let's have expressions from the membership on this proposal.

WALTER W. ARGOW
(Consulting Psychologist)
San Diego

Bureaucratic Pomp

Francis C. Pray's suggestion concerning the administration of funds for faculty professional improvement ("Let's Invest in Scholarship," *AAUP Bulletin*, Spring, 1959) reminds me of an old uncle who used to lecture us for two hours on the use of money in self-improvement, and then present each of us with a dime.

One of the most pathetic of the many self-deceptions in our profession is the notion that trifling academic funds need to be handled with the kind of bureaucratic pomp appropriate for the Fort Knox gold reserves. In order to receive \$240 for "professional growth," Mr. Pray's \$6000-a-year assistant professor at Excelsior University must present a "fully documented project" for approval by "a committee of three faculty members, elected by each school, division, or department," and must afterwards file a report to "demonstrate how the project has made a contribution to the professional competence of the individual." All this for an amount that might hardly be noticed on an executive's monthly expense account!

May I suggest an alternative? On application of the assistant professor, with a brief statement of his intent, give him the \$240. Excelsior's treas-

urer, instead of buying new filing cabinets and hiring an extra secretary to keep up with the professional improvement projects, can use the money thus saved to raise faculty salaries so that the assistant professor can buy a new pair of pants for the first time in four years, or get his son's teeth fixed. The committee members can spend a dozen quiet evenings at home reading good books contributing to *their* professional growth. And the assistant professor, freed from writing reports which no one wants to read anyway, might even devote the extra time to teaching and research.

ALLEN H. KASSOF
(Sociology and Anthropology)
Smith College

Socratic Club

I have been requested by the membership of the Socratic Club to submit the following account of our activities:

Stimulated by the presence on the campus of Dr. Patrick Romanell, an eminent philosopher, a group of faculty members and graduate students at the University of Texas—Medical Branch, Galveston, established this club in the early fall, 1956, for the specific purpose of inquiry into general philosophy. Dr. Romanell generously consented to serve as mentor. While it has been composed primarily of University personnel, it is not connected officially with the University. Organized as a discussion group, the Socratic Club gives each member the opportunity to study writings of the great philosophers, past and present.

The membership is restricted to ten to insure each an opportunity for discussion. Evening meetings are held once a month, with a short business meeting preceding the discussion of the assigned philosophical reading, the entire program lasting approxi-

mately four hours. Discussions are characteristically enthusiastic and vigorous, frequently continuing beyond the meeting. The Socratic Club now includes faculty members from the Medical Branch's Departments of Biochemistry, Physiology, Pharmacology, Anatomy, and Preventive Medicine and Public Health. Among off-campus professions, marine biology and law are represented. Member enthusiasm has elicited much interest on the campus in the club, and many members have been invited to be discussion leaders for various community groups.

Science today, for pragmatic reasons, emphasizes specialization which, of necessity, limits awareness of other important fields. The aim of the Socratic Club is to broaden and deepen this rather limited base of its scientifically-oriented members so that they may become more aware of their responsibility in our changing social world. It is the conviction of our members that similar organizations would encourage many other scientists to recognize larger vistas, and thereby to achieve a fuller participation in the world community.

D. R. CELANDER (Biochemistry)
The University of Texas—
Medical Branch

Good Medicine

I have long felt that some of the light articles in the *Bulletin* had significant messages, or at least produced worthwhile cathartic releases. We shall have to quit it all when we can no longer joke about ourselves.

ELBERT R. BOWEN
(Speech and Drama)
Central Michigan University

Artists on Campus

College teachers of music, art, theater, and other creative and performing arts should certainly be

grateful to the Association, and particularly to Committee C, for concern over their welfare. A wish to "encourage creative accomplishments in academic life" is one no member of this group will lightly discourage. At the risk of being accused of treachery, however, I have been moved to express opinions concerning this group's fundamental self-interests, in the hope of arousing wider and more informed discussion.

In what follows, I shall use the term *fine arts* to include music, dance, and drama, as well as painting, sculpture, and architecture; the term *artist* to include performers as well as creators of fine arts monuments; and *creative accomplishment* to include ephemeral as well as more permanently recorded performance.

As I see it, the relatively poor situation of artists in higher education is at least partly of our own making: few of us are vitally interested in education itself. Perhaps this statement seems unduly discriminating, for all competent academic specialists certainly have a particular dedication to their disciplines. But the appeal of art to an artist, I believe, involves a more proprietary zeal, a more immediate commitment, which can easily tend to exclude important educative considerations. The views I express here may well both antagonize and reveal the depths of my ignorance concerning my colleagues in higher education; in fact, these views are so pessimistic that I hope they are, indeed, due to my ignorance. In any event, I propose brazenly to offer an analysis of why the position of artists in higher education is so poor—an analysis admittedly growing out of speculation rather than stemming from any systematic survey of facts. My neck is out!

I suspect that lack of encouragement to creative accomplishment in

higher education results, on the one hand, from a social point of view which persists in our time toward the fine arts, and, on the other hand, from artistic aloofness. Although more people (in this country, at least) are being exposed to more works of art and performances than ever before, the fine arts are, also, I believe, more widely than ever confused with decorative background and entertainment. That a fine art is worthy of serious consideration is more a conventional notion than a widespread belief. And those in higher education who try to convince otherwise continue to fail in their attempts.

Somehow "bridging the gap" between an artistic expression and its audience has become higher education's principle concern with the fine arts. And higher education has been forced to cope with this concern with very little real help from artists themselves. The artist maintains that both a work of art and its presentation "speak for themselves." To him, there can perhaps be no "bridge," although he admits a frequent "gap." He shies away from talk, and by doing so, has negligently allowed critics, aestheticians, and historians to take over this bridging process. Worthy though their points of view undoubtedly are, they are not the artist's, and their promulgation at times obscures, at others, distracts attention from what the artist is trying to do. While retaining respect for those intermediaries, I should like to observe that they have been with us for the past two hundred years only, and that theirs is perhaps not a primary insight into art.

Both the social viewpoint and artists' aloofness, I believe, have tended to make the fine arts a suspect part of academic curricula. I venture to guess that academic thinking runs in somewhat the following channel: the academic world is a world of

ideas; ideas can be communicated by means of words; words concerning what the fine arts are about express pretty fuzzy ideas; *ergo*, the fine arts represent a poor academic discipline. In addition, another channel forks from the premise that "the academic world is a world of ideas." It can be traced in this direction: ideas are *about* something; creative work is *doing* something; thus, the only academic justification for any course in doing something should be the extent to which the doing gives insight into what that something is about; learning the technique for doing—dramatic, dance, or musical performance; composing, drawing, sculpting, or painting—is merely preparation for artistic creation, and so is even further removed than is creative accomplishment from the world of ideas.

Should some approximation of the above indeed be the academic view, the Association, through the work of Committee C and similar activities, cannot in my opinion do much about "encouraging creative accomplishments" in academic life until we artists turn our attention to three aspects of teaching which we largely neglect. In the first place, we might acquire more skill with word-ideas. In the second, we might re-examine the meaning of *technique*. For it is possible that technique itself embodies ideas providing insights into the way human animals behave and think—such ideas as control, play, form, sense of medium, *et cetera*. If courses in technique were to provide students with conscious insight into such ideas, acquiring a skill could become a true academic discipline instead of a sort of physical education in which students learn to go through motions of matching and imitation, and are expected to grasp intuitively why. Moreover, through such an approach, the questionable distinction between technique, on the one hand,

and content or interpretation, on the other, might be removed so that creative considerations would be linked immediately to the practice of technique. With word skills and a more academic discipline at our disposal, we might be in a position to meet the academic world in a third aspect of teaching. This is to teach the academic world itself that there are ideas which cannot be expressed in words, and in addition that the ineffable meanings of the arts are as real and important as are word-bound thoughts.

In short, artists have much preliminary spade-work to accomplish if we would gain academic respect. We should clear away misconceptions which are due in part to our own inept verbalizing, partly to our unwillingness to enter seriously into the

arena of words. In addition, we could develop methods of teaching artistic technique as in itself the expression of ideas.

I hope that my pessimistic analysis of the condition in which we in the fine arts find ourselves will not be taken as indicating a lack of concern on my part for our poor situation. I fear that until creative accomplishment makes some genuine moves to understand and enter the academic world, it will rightly remain a perplexing appendage to academic life, tolerated more through sentiment than understanding. Whether or not such rapport would be good for creative accomplishment is, of course, another field for speculation.

DAVID HOLDEN (*Music*)
Mount Holyoke College

Supplementary Report of 1959 Nominating Committee

It was with deep regret that the Nominating Committee, on October 19, received word of the death of John Cotton Brown (Political Science), Cornell College, a nominee from District III for the Council, April, 1960–April, 1963.

The Committee has selected C. William Heywood (History), Cornell College, as the new nominee. His biographical data will appear on the ballot as follows:

Born, 1921. A.B., Earlham College, 1943; University of Minnesota, summer, 1942; M.A., 1946 and Ph.D., 1954, University of Pennsylvania. Temple University, Instructor, 1947; Rutgers University, Lecturer, 1948–49; College of Wooster, Instructor, 1949–53; Drexel Institute of Technology, Instructor, 1953–54; Cornell College, Assistant Professor, 1954–57, and Associate Professor, since 1957. Association member since 1950. Chapter Secretary, 1952–53; Chapter President, 1958–59. Member, Executive Committee and Education Committee of Governor's Commission on Economic and Social Trends in Iowa, 1957–58.

John S. Penn (Speech), University of North Dakota, is the other nominee from District III. For his biographical data, see the Committee Report, *AAUP Bulletin*, Autumn, 1959, p. 420.

GORDON H. McNEIL (History), University of Arkansas, *Chairman*

Organizational Notes

Activities of Staff, Officers, and Association Representatives

Mr. Fidler attended a dinner, on September 25, given by representatives of higher education in honor of the Soviet Minister of Higher Education, Mr. Vyacheslav Petrovich Yelyutin. He was the speaker at a meeting of the Mary Washington College Chapter on October 5, and on October 22 he attended a meeting of the Learning Resources Institute in New York. Mr. Middleton addressed the Michigan Conference at its annual meeting, held at Albion College on October 24. Mr. Davis was the speaker at a luncheon meeting of the Wisconsin State College (Oshkosh) Chapter on October 23; later that day, he spoke to members of the Ripon College Chapter. On October 24, he addressed the annual meeting of the Illinois Conference, held on the Taft Campus of Northern Illinois University. Mr. Joughin met with representatives of the Dickinson College Chapter on October 18 and of The Pennsylvania State University Chapter on October 20. He was the speaker at a meeting of the Bucknell University Chapter on October 19. All staff members attended the Annual Meeting of the American Council on Education in Washington, October 8 and 9; Mr. Fidler and Mr. Davis, respectively, served as the recorder for the discussion sessions on salaries, and faculty-student relationships.

Warren Taylor, First Vice-President of the Association, spoke at a dinner meeting of the Modesto Junior College Chapter, July 15; at a luncheon meeting of the College of the Pacific Chapter, August 26; and at a dinner meeting of the Ohio Northern University Chapter, October 22.

Professor Bower Aly (University of Oregon), Chairman of Committee D on the Accrediting of Colleges and Universities, and Mr. Davis were the Association's delegates to the meetings of the National Commission on Accrediting in Washington, October 6 and 7. Professor Richard P. Adams (Tulane University), Richard O. Nahrendorf (Los Angeles State College), and George B. Vetter (New York University), all members of Committee D, attended the meetings as observers.

Professor Harris Wilson (English, University of Illinois) was the Association's representative at the Twelfth National Student Congress at Urbana, August 24-September 3.

Professor Forrest E. Long (Education, New York University), a member of Committee C, represented the Association at the Twenty-fourth Educational Conference, sponsored by the Educational Records Bureau and the American Council on Education, in New York City, October 29 and 30.

A number of Association members have recently represented the Association at inauguration ceremonies of college and university presidents: William Norris (History, Boston University), at the inauguration of Asa Smallidge Knowles as President of Northeastern University, September 8; Mary D. Bates (English, Ithaca College), at the inauguration of William Spencer Litterick as President of Keuka College, October 2; Olaf Runquist

(Chemistry, Hamline University), at the inauguration of Harvey Mitchell Rice as President of Macalester College, October 2; Gordon R. Wood (English, University of Chattanooga), at the inauguration of Ralph Wilson Mohny as President of Tennessee Wesleyan College, October 3; Ernest Hayes (Education, University of Portland), at the inauguration of Branford Price Miller as President of Portland State College, October 18; Harold E. Johnson (Music, Butler University), at the inauguration of Beauford A. Morris as President of Christian Theological Seminary, October 28; and Leland C. Lehman (Economics, Denison University), at the inauguration of David Alexander Lockmiller as President of Ohio Wesleyan University, October 30.

Association Activity in Support of the Arkansas Professors

The General Secretary reported, as of August 15, on the Association's activity in support of the Arkansas professors. (See *AAUP Bulletin*, Autumn, 1959, pp. 342-345.) Since that date, the Association, through its Academic Freedom Fund, has helped one teacher meet the cost of moving to a new position and has paid the expense of another teacher's visits to campuses in seeking a new appointment; it is also sending monthly checks, to meet living expenses, to three of the dismissed teachers.

Professor John L. McKenney has received a one-year appointment at Hampden-Sidney College. The Association will soon make an appeal to obtain teaching posts for those among the Arkansas professors who are not placed for the academic year 1960-61. In the meantime, the General Secretary will be very glad to hear from administrations and members of the profession about possible openings.

New Chapters

Association chapters have recently been established at the following institutions: Alderson Broaddus College; Bethany College (Kansas); Luther College; Massachusetts State Teachers College (Fitchburg); University of Texas—Medical Branch (Galveston); Wisconsin State College (Oshkosh). The total number of chapters is now 595.

Chapter Publication

The Eastern Washington College of Education Chapter is sponsoring the *Eastern Washington Journal*, to serve as a forum for the interchange and dissemination of faculty ideas and experience, to provide a readily accessible medium for the publication of professional writings, and to promote the ideals of professional responsibility and intellectual integrity. Costs of the publication will be met by the institution.

Pennsylvania Division Meeting

The Pennsylvania Division of the Association will hold its spring meeting in Harrisburg, Saturday, March 19, 1960, from 10 A.M. to 4 P.M. in Room 277W, Labor and Industries Building. Members may park in Lot 12 at the rear of the building.

Association Committee Meetings

Three Association committees held meetings in the Washington Office early in October. Committee A on Academic Freedom and Tenure, and

Committee C on College and University Teaching, Research, and Publication met on October 10 and 11. Committee D on the Accrediting of Colleges and Universities met on October 5 and 7.

New Committee Appointments

Committee A on Academic Freedom and Tenure: David Fellman (Political Science), University of Wisconsin, *Chairman*; Robert B. Brode (Physics), University of California (Berkeley); Harold W. Kuhn (Mathematics and Economics), Princeton University; Paul Oberst (Law), University of Kentucky.

Committee B on Professional Ethics: Robert B. Heilman (English), University of Washington; Willis Moore (Philosophy), Southern Illinois University.

Committee D on Accrediting of Colleges and Universities: Richard P. Adams (English), Tulane University; Richard O. Nahrendorf (Sociology), Los Angeles State College.

Committee E on the Conduct and Establishment of Chapters: Arthur H. Scouten (English), University of Pennsylvania, *Chairman*.

Committee F on Membership and Dues: Arthur W. Heilman (Educational Psychology), University of Oklahoma.

Committee G on the International Association of University Professors and Lecturers: Julius Cohen (Law), Rutgers, the State University; Merritt Y. Hughes (English), University of Wisconsin.

Committee O on Organization and Policy: Hoyt C. Franchere (English and Humanities), Portland State College.

Committee R on Relationships of Higher Education to Federal and State Governments: John H. Caughey (History), University of California at Los Angeles, *Chairman*; Walter Gellhorn (Law), Columbia University; C. Herman Pritchett (Political Science), University of Chicago; James A. Storing (Political Science), Colgate University.

Committee T on Faculty-Administration Relationships: Arthur J. Diben (Philosophy), Knox College.

Committee Z on the Economic Status of the Profession: Frank A. Hanna (Economics), Duke University; Carl S. Shoup (Economics), Columbia University.

Welcome, Detective

On September 3, the *New York Times* carried the story of a metropolitan police detective who was giving up his \$6500 a year job for a post as instructor in biology at a New York college, at a salary of \$4000. He has also forfeited his right to retire at half pay at the age of 42. Five years of experience as a police laboratory serologist will offer a base for research interest in "the circulation to the periosteum of the femur of traumatized and untraumatized rats of various ages." As for teaching, the new instructor said: "I just feel that teaching today is a field that has tremendous opportunities and will have even greater ones ten years from now, and I'm enough of an egotist to believe that I can help fill the need."

The General Secretary has had the pleasure of informing the biology instructor that a member of the Association, who remains anonymous, has paid first year membership dues in the American Association of University Professors for the former detective.

Statements of Council Nominees

Many Association members have requested that information about Council nominees, in addition to their biographical data, be made available to provide a more substantial basis for voting in the annual elections. This year, accordingly, Council nominees will be given an opportunity to express their views, in brief compass, concerning the major issues confronting the Association, and their statements will be distributed to chapters in one of the regular chapter letters.

The Half of One Per Cent Club

As of November 10, seventeen Association members, by declaring their intention to contribute one-half of one per cent of their income to the Association, had become members of "The Half of One Per cent Club." (See *AAUP Bulletin*, Winter, 1958, pp. 713-714.)

The Bulletin

CORRECTION

A regrettable error appears in the Autumn, 1959, *Bulletin* on p. 337 of "The Barenblatt Decision of the Supreme Court and the Academic Profession," by Ralph F. Fuchs. The final line of type for that page was dropped by the printer after the page proofs were corrected in the *Bulletin's* editorial office. That omission makes meaningless the author's summary of a fourth recent judicial holding. That summary should read: (4) the exercise of compulsion in an investigation involving First Amendment freedoms must be justified by a clear showing of relevance of the inquiry to a valid legislative purpose.

PERMISSIONS

Since publication of the Autumn, 1959, *Bulletin*, permissions have been granted to reproduce the following *Bulletin* materials:

"Don't Push It, Professor," by Lewis A. Froman, Jr. (Winter, 1955), to be used in a college textbook on rhetoric.

"The Teaching of Intellectual Freedom," by Alexander Meiklejohn (Spring, 1952), to be used in a new edition of this author's *Free Speech* (1948), which is to appear under a new title and with the addition of some of Meiklejohn's subsequent papers on the First Amendment.

"The American Intellectual," by Morton Cronin (Summer, 1958), to be reprinted in a revised edition of an anthology of prose.

"Let's Invest in Scholarship," by Francis C. Pray (Spring, 1959), to be duplicated for distribution among members of a college faculty.

"Freshman Illiteracy and Professional Jeopardy," by Richard B. Hovey (Summer, 1958), to be reprinted in a college student newspaper.

"Must the TV Technicians Take Over the Colleges?," by Ernest Earnest (Autumn, 1958), and "Twentieth Century Approaches to Twentieth Century Problems: A Reply to Ernest Earnest," by Robert F. Schenkkan (Spring, 1959), to be reprinted in an anthology of essays.

An excerpt from "The Role of a Faculty in College Administration," by B. K. Trippet (Autumn, 1957), to be used in a multithed report on faculty personnel policies in state universities.

Educational Developments

A. Economic Status¹

Tuition Increases

Tuition rates in institutions of higher education in the United States have increased slightly more than one-third, on the average, during the last four years, according to the report entitled *Higher Education Planning and Management Data, 1958-59*, issued by the U. S. Office of Education. (See *AAUP Bulletin*, Autumn, 1959, p. 437.) Average increases in this period have been nearly the same for both public and private institutions—33.5 per cent for public, and 34 per cent for private institutions.

From the academic year 1957-58 to 1958-59, the increase was 8.8 per cent for public, and 10.1 per cent for private institutions. For public institutions, the smallest increases were in the far West—24.4 per cent for the four-year period, and 6.9 per cent for the one-year period. The largest increases for public institutions were in the Northeast—53 per cent and 23.2 per cent, respectively, for the two periods. For private institutions, the smallest increases were in the South—26.4 per cent and 6.4 per cent for the two periods—while the largest were in the far West—38.3 per cent and 14.8 per cent.

Sharp Increase in Scholarship and Loan Funds

Scholarship funds and loan funds have been keeping pace with the increases in tuition rates. A recent editorial in *The New York Times* calls attention to a survey which showed that in thirty-three institutions in the state of New York, 5763 scholarships having a total value of \$3,100,000 were available in 1954-55. In 1958-59, the number had risen to 12,130 and the value to \$6,700,000. Last year, the same institutions made student loans of \$781,000. The New York Higher Education Assistance Corporation, set up by the 1957 State Legislature, has reported that outstanding loans to students made under its program now total more than \$4,000,000. These loans are held by 7143 students and average \$570 each.

Harvard has received the historic Lowell Trust of Boston, worth \$2,104,417, to be used for loans to needy students. The fund was established 121 years ago with a capital of \$11,350. In 1958-59, the fund made available \$140,000 for student loans. These loans are without interest until the student completes his undergraduate and graduate studies; then he repays, with interest at 3 per cent, at the rate of \$10 a month.

The Irene H. and John L. Given Foundation of New York has given Bowdoin College \$100,000, the income of which is to be used for scholarships and student loans. The Foundation has granted the same amount to Ran-

¹ Compiled by Harold N. Lee (Newcomb College, Tulane University), the Economic Developments Reporter of the *Bulletin*.

dolph-Macon Woman's College; with it, the College has set up the Given Foundation Distinguished Scholarship Fund.

The Field Foundation has made a grant of \$250,000 to Sarah Lawrence College, \$150,000 of which is to be used for scholarships. The remaining \$100,000 is allocated to the College's expansion program.

Public Affairs Chair at Rutgers

The professor who fills the newly established Arthur T. Vanderbilt Professorship in Public Affairs at Rutgers University will receive a salary of approximately \$20,000 a year. The chair is named in honor of New Jersey's late Chief Justice. Financed initially by a grant of \$85,000 from the Ford Foundation, the chair will be maintained by the Arthur T. Vanderbilt Memorial Fund.

Development Funds

Wheaton College (Massachusetts) has received nearly \$1,250,000 toward its goal of \$4,000,000 for an expansion program. ¶ Gifts to the Development Program of Carleton College have been increased by a recent bequest of \$400,000 from the estate of Richard Drew Musser, a trustee and long-time friend of the College. ¶ Additional contributions of \$4,368,806 have been made recently in response to the appeal, "Fifty-three Million Dollars for Princeton University." ¶ Marietta College's drive for a goal of \$1,300,000 has received additional gifts of \$40,000. ¶ Cornell University's building program is going ahead. A recent gift of \$1,500,000 will be used for a new women's athletic building to be named Helen Newman Hall in honor of the wife of the donor, Floyd R. Newman, a former trustee of the University and a Cornell alumnus of the class of 1912. A grant of \$100,000 by the James Foundation of New York brings the amount subscribed for the building of a new research library to \$4,900,000. The library will cost \$5,600,000. A new metallurgical engineering building will be made possible by the gift of \$1,500,000 by Francis N. Bard, a graduate of the class of 1904. ¶ Vassar College has raised \$9,985,719 of its goal of \$15,000,000; the campaign's closing date is 1965. Gifts to the campaign in the past fiscal year amounted to \$2,973,335.

News of Foundations

The Rockefeller Foundation has granted \$200,000 to Columbia University for the Lamont Geological Observatory. The grant must be matched by contributions from other sources. The total amount of grants made by the Foundation in the second quarter of 1959 was \$8,146,200. ¶ The Ford Foundation has granted Rutgers University \$750,000 to establish an experimental program in urban research. . . . The Foundation has granted \$850,000 to the Massachusetts Institute of Technology for its Center for International Studies, and to encourage a closer relationship between the social and natural sciences. . . . Williams College will receive \$432,000 from the Foundation to institute a new graduate training program in development economics for students from Asia, Africa, and Latin America. . . . To carry on a program of undergraduate studies on nonwestern countries in cooperation with neighboring colleges, Sweet Briar College has received \$100,000 from the Foundation. . . . A grant of \$185,000 to the University of Chicago will

finance a history of the Menshevik movement in Russia and an appraisal of its influence on the development of international communism. . . . A total grant of \$166,036 has been divided among eight colleges and universities to finance a study of urban and metropolitan problems. ¶ The Alfred P. Sloan Foundation reports that its grants totalled \$13,720,000 during 1957 and 1958. These grants were distributed among approximately 150 recipients, the majority of which were technological institutes, colleges of liberal arts and science, and private and state universities. ¶ A five-year project in nurse education in New York will get under way soon. The W. K. Kellogg Foundation has granted \$612,370 to several institutions for this purpose. ¶ One-half of the estate of Michael L. Benedum, who died in August at the age of 90, will go to establish the Claude Worthington Benedum Foundation for Charity, Religion, and Education. The value of the estate is estimated at \$100,000,000.

Alumni Fund Appeals Successful

Gifts to the alumni fund of Trinity College (Connecticut) for 1958-59 totalled \$100,331. This sum was about 30 per cent more than that raised in any of its previous alumni fund appeals. ¶ Gifts to the alumni fund of Mount Holyoke College in the past year amounted to \$209,009. Including bequests, gifts to the college in that period totalled \$1,215,193. ¶ The Brown University fund raised \$652,607 during the past year. ¶ The Norwich University alumni fund reached a new high with a total of \$91,402. That sum was contributed by 1041 alumni—33.5 per cent of all living alumni of the University. ¶ The Alumni Annual Giving Program of the University of Pennsylvania raised \$700,005 last year from 16,613 individuals. Both the amount contributed and the number of donors set new records in the Program. ¶ The Thirteenth Annual Tulane Alumni Fund also set new records last year. A total of \$311,016.50 was contributed by 8930 donors—a participation by 30.1 per cent of the alumni. ¶ Record gifts totalling \$575,499 were made to the Massachusetts Institute of Technology Alumni Fund last year. There were 15,131 donors. ¶ The City College Fund (New York) received contributions of more than \$207,000 last year.

Bigger Gifts from Corporations

Business and industrial corporations increased their gifts to education by 23.5 per cent from 1956 to 1958, according to a survey made by the Council for Financial Aid to Education. Such gifts totalled \$136,500,000 in 1958; in 1956, the total was approximately \$109,000,000.

"These increases were made in an 'off profit' year," Dr. Frank H. Sparks, President of the Council, stated. "This is encouraging evidence that the most alert business management in the world regards the financial support of higher education as of first importance." Unrestricted gifts made up 34.1 per cent of the total. Grants for building and equipment came next, amounting to nearly 17 per cent of the total. While gifts totalled less than 0.2 per cent of the earnings of all corporations before taxes, twenty-eight companies contributed at the rate of 1 per cent or more of net income before taxes. The number of companies giving \$100,000 or more to education almost doubled—with ninety-one contributing that sum in 1958 as against fifty-five in 1956. One company gave \$5,000,000 to education in 1958, and seven gave \$1,000,000 or more.

Stanford's New Medical Center

The \$21,000,000 medical center under construction at Stanford University was dedicated in September. The University's medical school in San Francisco has been abandoned; hereafter, medical students will complete their training on the Palo Alto campus. Stanford expects to seek \$20,000,000 more for endowment of the Medical School.

Recently, Stanford received a gift of \$600,000 for the construction of the John Stauffer Chemistry Building to be used for research into organic chemistry. It is named for the late founder of the Stauffer Chemical Company; his son was the donor.

Independent College Fund

An appeal for \$9,000,000, to be raised this year for the independent liberal arts colleges has been launched by the Independent College Fund of America, Inc., which acts as coordinator and clearinghouse. The Fund includes forty state groups, representing in all 477 private colleges. The actual campaigns and solicitation will be carried on by the state groups, such as the Empire State Foundation of Independent Liberal Arts Colleges, which represents twenty-three colleges in the state of New York. The New Jersey group represents eleven colleges; the New England group represents seventeen; Iowa, nineteen; Ohio, twenty-nine.

Potpourri

New York University has received a bequest of \$250,000 from Joseph I. Lubin and the estate of Joseph Eisner; this sum will be used to finance an auditorium in the University's new Loeb Student Center at Washington Square. . . . The California Institute of Technology has received a gift of \$1,050,000 from the Firestone Tire and Rubber Company for the construction of a new aeronautics laboratory. . . . Alfred University has received a bequest of \$1,200,000 in the will of Florence Hatch, a former trustee of the University. . . . In July, the University of Illinois floated a bond issue for \$7,750,000 for construction. . . . Dillard University has been granted \$100,000 by the Rockefeller Foundation to purchase books and equipment for a proposed new library. . . . Columbia University has undertaken a campaign to raise \$2,500,000 for a new Law School Building. . . . Caldwell College has announced a \$2,500,000 expansion program. . . . Bennington College has dedicated a new \$500,000 library building named for Edward Clark Crossett. The funds for the building were a bequest in Mr. Crossett's will. . . . Stevens Institute of Technology received gifts and bequests totaling \$1,210,000 in the year ending June 30, 1959. . . . The United States Public Health Service has granted Brown University \$670,000 for a training program in genetics, for a study of the biological factors in allergy, and for research in cancer biology. . . . The University System Building Authority of Georgia has sold \$5,877,000 of student housing revenue bonds. . . . In the fiscal year ending June 30, Clark University received a total of \$290,312 in gifts and bequests; Sweet Briar College received gifts totalling \$400,000 for endowment and proposed building; Smith College received \$3,000,000 in gifts and bequests. . . . Denison University has received a gift of \$1,000,000 from Russel Games Slayter, a member of the Denison Board of Trustees, and Mrs. Slayter. . . . The National Science Foundation has granted \$135,-

000 to the Long Island Biological Association Laboratory. . . . The University of Chicago has been granted \$135,000 by the Carnegie Corporation of New York to accelerate the training of administrators of university extension programs. . . . The Albert Einstein Medical Center has received a federal grant of \$211,000 for an expanded teaching program in psychiatry.

Materials of Value in Salary Programs

The Case for College Salaries. The College Salary Committee of New Jersey's State University and State Colleges, 1959. This most effectively prepared brochure contrasts the economic status of faculty members in New Jersey state colleges with that of faculty members in thirty-nine representative land-grant colleges and universities, secondary school teachers and school administrators in New Jersey, college graduates entering industry, and 1948 graduates employed in industry for ten years. Especially striking is the contrast of salary scales of faculty members with the Civil Service schedules of other occupations. For example, the schedule for an instructor parallels that for an assistant canal supervisor and a detective second class; for an assistant professor, that for an investigator of inheritance tax and a supervisor of clothing for child welfare; for an associate professor, that for an ABC supervisor or hearing agent and collectors of delinquent accounts for the Employment Service. In conclusion, the report recommends an action program for securing support in the legislature. A limited number of these brochures are available upon request from the Washington Office of the A.A.U.P.

Middle Management Surveys. Eighth report, 1959. American Management Association, Executive Compensation Service. This survey contains data on median actual salary and salary range by size of business for the top executives in administrative areas, such as district sales, sales promotion, marketing research, plant management, taxation, cost accounting, and labor relations. The data can be used to show the unfavorable competitive position of academic salaries in relation to industry. The publication is not available in libraries but is circulated to subscribing business concerns.

Bokelman, W. Robert, *Higher Education Planning and Management Data, 1958-1959: Salaries, Tuition Fees, Room and Board.* Circular No. 549. U. S. Office of Education, 1959. Administrative and faculty salaries by type of institution (university, liberal arts, teachers colleges, junior colleges), by control (public and private), by region, and by enrollment. The tables provide the following data by academic rank: number of reporting institutions, number of faculty in rank, maximum mean salary, third quartile mean salary, median mean salary, first quartile mean salary, minimum mean salary, mean salary. The data can be used to show relative position of the average salary paid by an institution in each rank. The data for 1959-1960 are scheduled to be published in January.

Endicott, Frank S. *Trends in the Employment of College and University Graduates in Business and Industry, 1959.* Thirteenth Annual Report prepared by the Director of Placement, Northwestern University, Evanston, Illinois. This is a survey of salaries of male college graduates in business and industry, including anticipated salaries of entering 1959 graduates, and salaries of 1948 and 1953 graduates for the following occupational fields: engineering, accounting, sales, and general business. The Fourteenth Annual

Report, which will probably be available early in 1960, will give the anticipated salaries that will be paid 1960 graduates and other data.

Lindquist, C. B. *College and University Faculties, Recent Personnel and Instructional Policies*. Bulletin No. 27. U. S. Office of Education, 1959. Employment and instructional policies at 1610 institutions.

Economic Status of Teachers in 1959-1960. National Education Association, Research Division. Scheduled to be published early in 1960. In addition to such items as the consumer price index, the report will include earnings data for 1958 for seventeen occupations (tabulations by the U. S. Bureau of the Census from their 1958 income sample). Since some occupational classifications contain an inadequate sample, the following groupings will be used: (1) lawyers, physicians, and dentists, (2) engineers, (3) others (architects, accountants, social workers, and other occupations generally requiring at least four years of college education), and (4) total of the seventeen occupations.

Salaries and Salary Schedules of Urban School Employees, 1958-1959. Research Report 1959-R16. National Education Association, Research Division, 1959. This summary report includes means, medians, and distribution of salaries for classroom teachers, principals, and other administrators. In some states salaries in public schools have increased to such an extent that colleges with lagging salary schedules may point to the existence of inadequate differentials between public school and college teaching; the picture in respect to school administration is even more unfavorable to college teaching. The individual reports providing the basis for 1959-R16 can be used to obtain data by states on the number of districts in which classroom salaries have exceeded a given figure (e.g., \$8000) and the average salary of principals and superintendents.

Salaries Paid and Salary Practices in Universities, Colleges, and Junior Colleges, 1957-58. Higher Education Series Research Report 1958-R1, National Education Association, Research Division, 1958. This survey provides data on the distribution of salaries paid to full-time instructional personnel for nine months of service in at least 736 degree-granting institutions, by geographical region, by type of institution, and by rank. Although the percentage of institutions reporting is less than 100 per cent, the survey is broadly representative of the salary structure of higher education in 1957-58. The data can be used to show, for example, the proportion of professors covered by the survey receiving salaries of \$10,000 or more by geographical region or by type of institution.

Salary Schedules, Classroom Teachers, 100,000 and Over in Population, 1959-1960. Research Report 1959-R21. National Education Association, Research Division. This report, which was scheduled for publication in November, will give the minimum and maximum salaries by district and the distribution of minimums and maximums. The data can be used to show the number of large districts having classroom salaries for 1959-1960 that exceed a given figure.

Income of Families and Persons in the United States, 1958. U. S. Department of Commerce, Bureau of the Census. This will be one of the P-60 series and is scheduled to be published early in 1960. The study will contain median earnings for 1958 for the following classifications: self-employed medical workers, other self-employed workers, salaried engineers, salaried medical workers, and teachers (primary and secondary public schools).

B. Other Developments

Action Against Diploma Mills

American diploma mills, calling themselves "colleges or universities" and conferring "quick-way" degrees, are taking in an estimated \$75,000,000 annually, and are reflecting discredit upon American higher education both at home and abroad. With perhaps as many as 750,000 "students" annually, many of them in other countries, the bogus educational institutions are defrauding their "students" and the public by granting "degrees" for monetary payment without demanding legitimate academic achievement. They are causing foreigners to question the integrity and quality of all American education. Many United States officials abroad have reported the problem and appealed for a solution. In response, the American Council on Education took three steps:

1. Through its Commission on Education and International Affairs, the Council recently published a study of the problem, *American Degree Mills*. The author, Robert H. Reid, reports finding at least 200 degree mills operating in thirty-seven states, and conferring "degrees," usually mail-order, on payment of a fee. "These institutions turn out bachelor's, master's, and doctor's degrees without requiring the labor, thought, and attention usually expected of those who earn such degrees."

2. The Council presented the facts to the Council of State Governments, which, after consultation with representatives of that and other educational organizations, recommended remedial state legislation.

3. The Council called upon its member institutions and organizations to support the proposed, or similar, remedial legislation, and issued a supplement to its *Bulletin* of October 15 reproducing the material, including the proposed state law, which the Council of State Governments had issued.

In addition to such remedial state legislation, *American Degree Mills* recommended supplementary federal legislation to plug the loopholes in interstate and international control, and called for an effort "to interest a congressional committee in arranging hearings on the need for supplementary federal legislation. A major advantage of such hearings is that they would place on the record, with full congressional immunity, a large body of factual information about these 'colleges,' their names and locations, their proprietors and activities, and examples of the serious international implications of their operations. Complete exposure would give added ammunition to all agencies now frustrated by this problem."

American Degree Mills, a 100-page book, is available from the American Council on Education, 1785 Massachusetts Avenue, N. W., Washington, 6, D. C., at \$1.00.

Study of Parents' College Plans for Children

A report, "Parents' College Plans Study," was recently released by the Ford Foundation. The survey on which the report is based was conducted by Elmo Roper and Associates, and involved 5000 heads of households in all parts of the United States and on all economic levels. The questionnaire used covered parents' expectations regarding the costs involved, and the plans to finance these costs.

The report included these main findings:

1. Of the children under eighteen asked about, 69 per cent were expected by their parents to go to college. (In 1958, according to statistics compiled by the United States Bureau of the Census, only 21.4 per cent of the nation's population between eighteen and twenty-one were enrolled in colleges and universities.)

2. Although the median expected expense was \$1450 for each year of college, 60 per cent of the parents expecting to send a child to college had no savings plan specifically for this purpose. For the 40 per cent who did have such a plan, the median amount saved last year was only \$150.

3. Although the cost of a college education has increased sharply since World War II, parents did not take into account possible future increases.

In interpreting the findings of the report, Clarence Faust, Ford Foundation Vice-President, said:

Sending children to college has clearly become as important to American families as sending them through high school was a generation ago. Even discounting parents' optimism, there is a strong chance that within a decade half the nation's young people will be getting a year or more of college education. If so, the current prediction that college and university enrollment will increase from 3.7 to 6.5 million by 1970 may be on the low side.

But American parents apparently need to know more about the economics of higher education and to adopt a more systematic approach to college savings. In the lifetime of the typical American family, the outlay for college and the buying of a home are the two largest investment expenditures.

Colleges Want Retired Military Officers

As noted in the Autumn, 1959 *Bulletin* (pp. 444-45), the American Council on Education undertook, in June, 1959, a survey to determine the present utilization of, and potential demand for, retired military officers in institutions of higher education. The questionnaire used in the survey was sent to all institutions listed in the U. S. Office of Education's *Education Directory, Part 3*. The questionnaire was completed and returned by more than 1100 institutions, 780 of which provided usable replies. Replies from special schools of art, chiropody, design, music, optometry, pharmacy, textiles, *et cetera*, were discarded as having little practical application.

Some of the specific findings of the survey are:

Over 250 institutions indicated that they already employ 620 retired military personnel, 197 as administrators, and 423 as teachers. Among those now employed as teachers, forty-three hold the doctor's degree, 240 hold the master's degree, and 131 hold the bachelor's degree.

Approximately sixty institutions reported that the individuals they employed had had "special preparation or refresher training," which turned out to be regular graduate work in most instances; twenty-six other institutions reported that such preparation or training was taken "in some cases."

When asked, "Are you willing to accept other kinds of preparation and experience in lieu of civilian graduate study?" 126 institutions said, "Yes," 122 said, "No," and 494 said, "In certain cases." The fields in which the respondents are most inclined to permit the substitution of appropriate experience for advanced academic preparation are as follows: (1) *Administration*: academic administration, 163; financial management, 354; public relations and development, 400; other (superintendent of buildings and grounds, *et cetera*), 84. (2) *Teaching*: mathematics and science, 327; engineering, 210; social science, 90; language, 243; other, 41.

The majority of the respondents did not view "military background" or "age in comparison to others of the same academic rank" as either an advantage or disadvantage; however, some of those who have had actual experience with retired military personnel often cited the second factor as a distinct disadvantage and the cause of real unrest on the part of the retired person.

"Teaching experience in military schools" and "military retirement pay" were viewed as definite advantages by the majority of the respondents. In the case of the former, many considered the advantage to be in the realm of techniques rather than in the realm of academic orientation and subject matter. In the case of the latter, many dissented for two reasons: (1) Some did not feel that an institution should pay less because of the individual's outside income. (2) Others felt that the outside income might reduce the employee's willingness to work full time or that, if he did work full time, it might cause too great a discrepancy in economic status between him and his colleagues.

About 360 respondents recommended special preparation or refresher training in subject matter and/or pedagogy for retired military personnel prior to employment in all cases; 328 recommended it "in some cases." Only eighty-seven respondents said their institutions were prepared to offer such preparation and training, and most of these were universities with graduate schools. A few respondents indicated that, if the demand were sufficient, their institutions would be willing to devise programs of in-service training, refresher courses, summer-school training, or special seminars. Without being asked, four institutions said they would pay for the training elsewhere of the persons they wished to employ. In general, regular graduate work seemed to be preferred to "retreading."

Almost 400 institutions reported 878 unfilled positions for the academic year 1959-60 that might be filled by qualified military personnel. The fields and number of vacancies were: academic administration, 22; financial management, 22; public relations and development, 35; mathematics and science, 355; engineering, 135; social science, 73; language, 92; other, 144.

One hundred eighty-six respondents anticipate that, as enrollments rise and the demand for college teachers increases, their institutions will be forced to accept individuals with less formal academic training than before. For the time being, however, many feel that the pressure of accrediting agencies makes it mandatory for them to do their best to obtain staff members with the earned doctorate or master's degree.

Atomic Energy Fellowship Programs

The Atomic Energy Commission has announced that the following Special Fellowships are available:

1. AEC Special Fellowships in Nuclear Science and Engineering: 150 are available for first, intermediate, and final years of graduate school, and are for twelve months of study at one of forty-nine participating universities, with renewals available. The basic stipend is \$1800 for the first year, \$2000 for the intermediate year, and \$2200 for the final year, with additional allowances for dependents. Prerequisites: Bachelor's degree in engineering or physical science, and completion of mathematics through differential equations. Deadline for filing applications: January 1, 1960.

2. AEC Special Fellowships in Health Physics: Seventy are available for an academic year of formal course work at an assigned university, followed by three months of training at an Atomic Energy Commission in-

stallation. A limited number of extensions are available to complete the master's degree. The basic stipend is \$2500 for twelve months, with additional dependency allowances. Prerequisites: Bachelor's degree in biology, chemistry, engineering, or physics, with adequate preparation in related fields and completion of mathematics through calculus; age, under thirty-five. Deadline for filing: February 1, 1960.

3. AEC Special Fellowships for Advanced Training in Health Physics: Five are available for one year of advanced study leading to the Ph.D. degree in disciplines closely related to health protection. The stipend is \$4000 a year plus dependency allowances, plus allowances of up to \$2500 a year to the graduate school selected by the appointee, whose choice is subject to approval by the Fellowship Board. Prerequisites: *Current employment* in health physics, with a minimum of two years of experience in the field. Deadline for filing: February 1, 1960.

4. AEC Special Fellowships in Industrial Hygiene: Twelve are available for an academic year of graduate study leading to the master's degree at Harvard University or the Universities of Cincinnati, Michigan, or Pittsburgh. The stipend is \$2500 a year, with additional allowances for dependents and for industrial experience. Prerequisites: Bachelor's degree in physics, chemistry, or engineering, with additional training or experience desirable; age, under thirty-five. Deadline for filing: March 1, 1960.

5. Oak Ridge Graduate Fellowships: Available to selected graduate students, on application of their graduate deans, to conduct thesis research in Oak Ridge, after which the university awards the degree. Prerequisites: Completion of all course work and other university requirements for award of the degree; application by university officials on behalf of the student.

Further information and application blanks for any of these five fellowship programs are available from the Fellowship Office, Oak Ridge Institute of Nuclear Studies, P. O. Box 117, Oak Ridge, Tennessee.

World Sephardic Exhibition

The National Library of Madrid, Spain, inaugurated, in the fall of this year, a World Sephardic Bibliographical Exhibition, the purpose being to give "a global and concrete idea of the Sephardic culture of the middle ages as well as of modern times." Throughout the Exhibition, a number of lectures will be given on various aspect of Sephardic culture and civilization by distinguished persons in literary, scientific, and musical fields from Spain and other countries. Also, there will be a concert of Sephardic music by Sephardic composers and others who have written compositions on Sephardic themes.

Improving the Use of Available Teaching Resources

A nationwide program of experiments to prevent the deterioration of higher education attributable to the mounting shortage of college teachers is underway, according to a report, "Better Utilization of College Teaching Resources," issued recently by the Fund for the Advancement of Education. The innovations reported include: (1) the assignment of more responsibility to students for their own learning; (2) regular use of television, films, and other technical devices; (3) use of larger classes, ranging in size from 100 to 400; (4) use of graduate and undergraduate teaching assistants or part-time

faculty members; (5) the streamlining of the curriculum to reduce proliferation and duplication of courses.

Copies of the report may be obtained from the Fund for the Advancement of Education, 477 Madison Avenue, New York 22, New York.

Fellowships Directory Published Again

The Association of American Colleges has published *Fellowships in the Arts and Sciences 1959-60*, the second annual edition of the directory of fellowships. As a companion volume to *A Guide to Graduate Study*, it is a comprehensive and systematic directory of sources of support (including loans) for the college student interested in graduate study, the graduate student engaged in completing his Ph.D., and the established scholar. Fellowships are classified by subject and level. The directory also provides information on how to apply for a fellowship, the choice of references, the taxability of awards, and many other practical details of interest to the prospective fellowship holder.

Copies of the directory may be ordered at \$3.75 per copy, plus postage if payment does not accompany the order, from: Fellowships in the Arts and Sciences, Room 79, Biochemistry Building, University of Wisconsin, Madison 6, Wisconsin.

Anglo-American Teachers Association in Turkey

The Anglo-American Teachers Association was recently organized in Turkey. The Association is a self-supporting, nonprofit, cultural organization composed of qualified, accredited English and American teachers who are interested in increasing Turkish-American and Anglo-Turkish understanding and cooperation in cultural and academic areas through the exchange of teachers and information.

The Association strives to maintain high professional, academic, and administrative standards through research, periodic conferences, and correspondence with interested individuals and organizations; it has affiliations with leading American and English cultural and academic societies, as well as with the governments of the respective countries.

The cultural, educational, and personal problems of individual members of the organization are an important aspect of the Association's activities. Any teacher with a college or university degree which has been accepted by the Turkish Ministry of Education is eligible for election to membership.

The President of the Association is Professor J. R. von Reinhold-Namesson. All inquiries should be addressed to the Executive Secretary of the Association, Professor M. A. Ames, Posta Kutusu 24, Samsun, Turkey.

Available Soviet Scientific Literature

A detailed survey of the present effort to supply United States scientists with Russian scientific literature, released recently by the National Science Foundation, lists seventy-six Soviet journals now available in English. The survey reports on the sources of Soviet scientific literature, availability of such literature in the United States, and the current translation programs of professional and academic groups and government agencies. Current methods of providing comprehensive coverage of untranslated Russian material are also analyzed. Revised and expanded from an earlier edition, the survey was

prepared by the Foundation's Office of Science Information Service, Washington, D. C. Copies are available on request.

Freshman Engineering Enrollment Declines

The Engineers Joint Council recently reported a special survey of its Engineering Manpower Commission in cooperation with the American Society for Engineering Education, entitled "Trends in Freshman Engineering Enrollment." The survey indicates that freshman engineering enrollment has declined markedly for the first time in eight years. This has happened in the face of the greatest need and the greatest opportunity for trained engineers and scientists ever known in this country. Furthermore, one out of five engineering schools expects a further drop in freshman enrollment this fall. The following reasons are given by the heads of the country's engineering schools for the decline: 1. An appraisal of the long-range engineering career opportunities by counsellors, students, and parents, based on reports in the general press on lay-off and reduction of company engineering complements during the 1957-58 recession period. 2. Increased concern about rigors of engineering curricula. 3. Increased interest by potential engineering students in other scientific fields.

Perils in Soaring Costs

A forceful new booklet emphasizing the continued "need for broad educational opportunity of the highest quality through low-cost public higher education" is a joint statement of the American Association of Land-Grant Colleges and State Universities, and The State Universities Association. The booklet is entitled "...and bless the coming millions." It points out that today "educational opportunity is threatened by soaring costs and strong pressures to increase tuition in public colleges and universities." It also explains why educational costs to the student must be kept at a minimum. The statement decries the argument now frequently advanced "that the ability to afford is more important than the ability to learn." That argument, the booklet emphasizes, leads to

the growing demand that students and their families should bear an increasing share of the cost of their education. Each year thereby, capable American boys and girls find the academic gates to educational opportunity closed to them.

More and more the nation's leadership potential is lessened or lost by making personal financial ability the controlling factor in deciding who among our nation's youth shall contribute their fullest abilities to the country's future.

Two premises, entirely false upon examination, support a trend that contradicts the whole philosophy and history of public higher education in America:

The first of these spurious premises insists that higher education benefits only the individual. Therefore, he should pay at once, or borrow, all or most of the cost of his education. The second premise insists that colleges and universities should charge the full cost of education to the individual. This has never been believed possible or sound in either privately or publicly-supported higher education.

Single copies of the booklet are available without charge from the Joint Office of Institutional Research, 1785 Massachusetts Avenue, N. W., Washington 6, D. C.

Science Foundation to Support College Summer Conferences

The National Science Foundation has announced that it will continue to support, in 1960, an experimental program of some twenty Summer Conferences designed primarily for college teachers of engineering, science, and mathematics. The Summer Conferences are of shorter duration than, but generally similar to, the Summer Institutes which the Foundation has successfully supported in recent years.

Although planned and directed by the nation's institutions of higher education, Summer Conferences are supported by Foundation funds to defray direct operational costs plus expenses of participants. Summer Institutes, 362 of which were supported by the Foundation in 1959, are usually from six to ten weeks in length and have been predominantly for high-school teachers. In contrast, Summer Conferences extend over a one-to-three-week period and are primarily for college teachers. In a few cases, secondary school teachers may be included for particular purposes.

As with Summer Institutes, Summer Conferences are directed toward strengthening teachers' mastery of engineering, science, or mathematics, and increasing their capacity as teachers. A typical Conference might consider a specialized area of engineering, science, or mathematics, or it might be devoted to recent advances in a particular discipline. The material might be presented through short courses or through a series of lectures by visiting specialists. In some cases, conferences might encourage participants to choose specific areas for discussion. Selection of participants is made by the host institutions. College and university staff members wishing to participate will submit applications directly to the sponsoring school, not the Foundation. Announcement of the sponsoring institutions will be made by the National Science Foundation about February 1, 1960.

Resolution on Segregation in Education

The General Committee of the Faculty Christian Fellowship recently adopted the following resolution on segregation in education:

We, the members of the General Committee of the Faculty Christian Fellowship, wish to express our concern over the problem of racial segregation in education, particularly in institutions of higher learning. We are concerned as professors, as Christians, and as citizens.

As professors, we hold that the capacity to learn, transmit, and contribute to the cultural heritage of mankind and to seek truth in all its aspects has nothing to do with race. The limits within which the mind of man must operate are human, not racial.

As Christians, we hold that all men are created in the image of God and thereby partake in the creativity and freedom of God regardless of race. The love of God manifested in Jesus Christ encompasses men of all races and His grace is available to all men equally.

As citizens, we hold that it is our duty to obey Supreme Court decisions in the field of segregation because they are morally right and constitutionally valid.

Therefore we state our conviction that segregation does violence to the nature of the university, the calling of the church, and the principles of American democracy. We identify ourselves with all those scholars who are striving to achieve reconciliation as well as justice in this very complex situation and deprecate attacks upon them.

Membership

General Procedures

Membership in the American Association of University Professors is open to teachers and research workers on the faculties of approved colleges and universities (those on the lists of the established regional or professional accrediting agencies, subject to modification by action of the Association), and to present or recent graduate students of those institutions.

A prospective member must fill out the appropriate application blank, and send it to the Washington Office for the checking of eligibility. Lists of new members are sent to chapter and conference officers four times each year.

The membership year in the Association is the calendar year (January 1 through December 31). The membership of applicants whose names are communicated to chapter officers on or before June 30 becomes effective as of January 1 of the current year. The membership of applicants whose names are communicated to chapter officers after June 30 becomes effective as of July 1 of the current year unless the applicant requests that his membership be made retroactive to January 1.

Membership by Application and Admission

Active. One is eligible for Active membership if he has at least a one-year appointment to a position of at least half-time teaching and/or research, with the rank of instructor or its equivalent or higher or other acceptable evidence of faculty status, in an approved institution (one on the lists of the established regional or professional accrediting associations, subject to modification by action of the Association). Annual dues are \$8.00.

Junior. One is eligible for Junior membership if he is, or within the past five years has been, doing graduate work in an approved institution. Annual dues are \$3.00. One may not become a Junior member if he is also eligible for Active membership, and a Junior member must be transferred to Active membership as soon as he becomes eligible.

Membership by Transfer

Associate. An Active Junior member whose academic work becomes primarily administrative must be transferred to Associate membership, a relatively inactive status. Annual dues are \$4.00.

Emeritus. Any member retiring for age from a position of teaching or research may, at his own request, be transferred to Emeritus membership. Annual dues are \$1.00.

Continuing Membership

Once admitted, a member may change his occupation or transfer to an institution not on the Association's approved list without affecting his eligibility for continuance of membership.

Suspension or Resignation

One who chooses to have his membership temporarily suspended or permanently terminated may do so by sending written notice of his wish to the Washington Office. In the absence of such notice, he is carried in the membership files for one calendar year following the last year in which he paid dues. Members who have not paid the current year's dues cease to receive the *Bulletin* after the Spring issue.

Reinstatement

One who wishes to resume his membership after it has lapsed should not go through the processes of application and admission again, but should write to the Washington Office asking to be reinstated. For present Association policy concerning reinstatement, see *Bulletin*, Spring 1A, 1958, p. 309.

New Members

From August 30, 1959 through November 24, 1959, 1067 persons were admitted to Active membership and 86 to Junior membership.

To a Student

You paused at my door,
Head bowed, hair a brown wing (wounded?)
Half-hiding the face of pale resolve,
The basilisk eye,
The crimson curve of lip that said,
"I have stenciled my mask with care."

For a moment my doorway framed
A sealed fountain in a walled garden. . .
Then you entered and said,
"You sent for me, ma'am?"

Hunter College

Florence B. Freedman

Academic Vacancies and Teachers Available

To assist in the placement of college and university teachers, the American Association of University Professors publishes notices of academic vacancies and of teachers available. Factual data and expressions of personal preference in these notices are published as submitted. It is optional with appointing officers and teachers to publish names and addresses or to use key numbers.

A member of the Association is entitled to one announcement of his availability during each volume-year at the rate of 50 cents a line, subsequent insertions being charged for at the rate of \$1.00 a line. Non-members may also insert announcements at the rate of \$1.00 a line. For announcements indicating competence in more than one field, there is a charge of \$1.00 for each cross-reference. There is no charge to institutions of higher learning for the announcement of academic vacancies. Copy should be received seven weeks before publication date.

Letters in response to announcements published under key numbers should be sent to the Association's Washington Office for forwarding to the persons concerned, a separate letter for each person. Address in care of the General Secretary, American Association of University Professors, 1785 Massachusetts Avenue, N. W., Washington 6, D. C.

Vacancies Reported

Academic Dean: Small junior college on Middle Atlantic Seaboard desires to add a qualified person in administration. Doctorate, with at least 5 years' successful teaching experience at the college level. Applicant must be willing to teach part-time until the deanship develops into a full-time position. Salary, \$6000-\$9000, depending upon experience in teaching and administration. V 1471

Administration (American College for Girls, Istanbul, Turkey): Dean of Students. Counselling and supervision of student affairs, extra-curricular activities, social activities, residence and discipline. Woman with M.A. and experience. Send résumé to Teacher Placement Secretary, Near East College Association, 40 Worth Street, New York 13, New York.

Administration (American University of Beirut, Lebanon): Dean of Students. To establish system of counselling and guidance, supervisory dormitory living, student activities and organization, assist in personal problems. Man with broad experience in supervisory work, orientation, and administration. Ph.D. preferred. M.A. required. Send résumé to Teacher Placement Secretary, Near East College Association, 40 Worth Street, New York 13, New York.

Administration (Robert College, Istanbul, Turkey): Dean of Students. Counselling and supervision of student affairs, extra-curricular activities, social activities, residence and discipline. Man with M.A. and experience and/or training in this field. Adaptability to Turkish ideas and patterns of behavior. Send résumé to Teacher Placement Secretary, Near East College Association, 40 Worth Street, New York 13, New York.

Art School Presidency: Position open as president of an art school (with fine tradition over 100 years) in an eastern city with approximately 300 day students, but facilities available for 500. Graduates receive B.F.A. and M.F.A. degrees. The position will require the direction of the school as well as executive responsibilities. Unlimited possibilities for expansion and development. Leading museums, libraries, colleges and other educational facilities readily available. Salary open. V 1472

Chemistry: Visiting professor: February-June, 1960. Undergraduate chemistry courses. Ph. D. required: Salary open, depending on qualifications. Apply to Dr. Robert W. Pyle, Acting Chairman, Division of Science and Mathematics State University College of Education, New Paltz, New York.

Chemistry (American College for Girls, Istanbul, Turkey): Teacher of general chemistry for sophomores, organic chemistry for junior science students, analytical chemistry, including labs. Single woman. M.S. with a great deal of teaching experience required; Ph.D. preferred. Send résumé to Teacher Placement Secretary, Near East College Association, 40 Worth Street, New York 13, New York.

Chemistry (American University of Beirut, Lebanon): Assistant professor. To teach physical chemistry and thermodynamics and physical chemistry research. Ph.D. in physical chemistry and at least two years of teaching and research required. Send résumé to Teacher Placement Secretary, Near East College Association, 40 Worth Street, New York 13, New York.

Children's Literature: Specialist to teach in midwestern state university. Minimum, M.A., background in English, some experience with children's literature, and love for books. Man or woman. Age not over 35, with academic interests, willingness to learn, and superior ability as a teacher. Write fully and enclose recent photograph. V 1473

Dietician (American University of Beirut, Lebanon): To handle the nutrition aspects of teaching in Schools of Nursing and Public Health. Open now. B.S. or M.S. and teaching experience required. Send résumé to Teacher Placement Secretary, Near East College Association, 40 Worth Street, New York 13, New York.

Economics (Robert College, Istanbul, Turkey): Instructor or assistant professor. Teach principles of economics for beginners (sophomore course), introduction to statistics for beginners (junior course), money and banking or public finance (junior and senior course). Opportunity for research. M.A. and experience as instructor; Ph.D. preliminary exams completed with experience preferred. Send résumé to Teacher Placement Secretary, Near East College Association, 40 Worth Street, New York 13, New York.

Economics: A fully accredited Christian liberal arts college is interested in employing a full-time teacher in the fall of 1960 to handle courses in accounting and business law, or accounting and business administration, or economics courses. C.P.A. desired but not required. Rank and salary open. Write to Dr. Stewart M. Lee, Geneva College, Beaver Falls, Pa.

Economic Principles, Economic History: Ph.D., or all work completed except thesis, for eastern Catholic men's college. Assistant professor's range \$5000-\$7000. Rank and salary according to education and experience. V 1474

Education: Two openings for assistant professor/research associate at Midwestern ("Big Ten") University. Salary \$7500-\$8500 dependent upon qualifications. Basic requirements: doctoral degree, "commitment" to development of communications as an emerging discipline, and interest in research, supported by some publications. Duties: one-third time in development and teaching of courses in communication theory and research; remainder, grant or contract research and research with doctoral candidates. Opportunity for testing and implementation of original ideas in preparation and programming of instructional materials, teaching devices, techniques of communication for "captive" (nonmass) audiences in school, community organizations, industry, government, etc. V 1475

Education: Assistant professor with Ph.D. (or with work well on the way toward completion), whose training and interest is in the field of elementary education, in private liberal arts college in metropolitan area in Middle West, for fall 1960. Send details of educational training and experience, also references. V 1476

English: Desirably located southern state college has opening for married man under 36 with Ph.D. and strong interest in teaching. Excellent salary and retirement system. Rank and salary are dependent upon qualifications. Applicant should be willing to teach three classes in freshman composition and two in literature. V 1477

English: Instructor for a private liberal arts college in a metropolitan area in the Middle West for the fall of 1960. Work involves teaching beginning sections of

- freshman English. Must have a Master's degree at least. Prefer a person who is continuing work for a Ph.D. Send details about educational training and experience, also references. V 1478
- English Literature: Man, about 35, Ph.D. Rank, assistant professor, state university in Midwest. 5000 students. Salary above average. Good teaching primary consideration. V 1479
- Forensics: West Coast state college seeks Forensics Director for September, 1960 to take charge of a developed program. Teaching assignment will include group discussion and beginning speech. Desire person with strong forensics background and Ph.D. or near completion. Rank depending upon degree and experience. Salary: \$5772-\$6672 for nine months. V 1480
- French and Spanish: Instructor for a private liberal arts college in a metropolitan area in the Middle West for the fall of 1960. Work consists largely of teaching beginning sections. Must have a Master's degree at least and must be a person who is continuing work for a Ph.D. Send details about educational training and experience, also references. V 1481
- Mathematics: Small liberal arts college; strong program in mathematics. Chairman of department, teaching higher mathematics, including advanced calculus and special topics. Possibility of combining mathematics and some physics, if desired. Associate or full professorship. Prefer Ph.D. with college teaching experience, man or woman, available February or September, 1960. V 1482
- Modern Languages: Ph.D., assistant professor. German principally, but some other language or languages as well. Salary: minimum \$5500. Address Dr. George W. Poland, Modern Languages Department, North Carolina State College, Raleigh, North Carolina.
- Philosophy (American College for Girls, Istanbul, Turkey): Instructor or assistant professor. Prepared to teach introduction to philosophy, logic, with an elective or two, such as social and political philosophy, contemporary philosophy, ethics, etc. Single woman, or married man without children. M.A. with experience required; Ph.D. and experience preferred. Send résumé to Teacher Placement Secretary, Near East College Association, 40 Worth Street, New York 13, New York.
- Physical Chemist (Academic): Title: Senior Scientist. Salary range: \$8400-\$11,400 (next range to \$12,800); beginning salary depends on qualifications. Benefits: Hospitalization, life, major medical, and disability insurance; retirement plan with TIAA-CREF; vacation; sick leave; etc. Requirements: Ph.D. in physical chemistry or related field with broad background in other sciences. Two years' experience or more in undergraduate teaching, and ability to utilize demonstration apparatus in science instruction. Position: One year appointment, with possibility of extension, as lecturer on training staff of Traveling Science Demonstration Lecture Program. Assist in planning and offering three-month courses in basic science and science teaching techniques to practicing secondary school science teachers on leave from their schools. Emphasis on utilization of low cost demonstration apparatus in science instruction. Address inquiries regarding the position and send résumés to: William R. Ramsay, Head, Personnel Services Department, Oak Ridge Institute of Nuclear Studies, P.O. Box 117, Oak Ridge, Tennessee.
- Physical Education (American College for Girls, Istanbul, Turkey): Teach physical education. Single woman. M.A. and experience, preferably some experience in dance. Send résumé to Teacher Placement Secretary, Near East College Association, 40 Worth Street, New York 13, New York.
- Physics: Privately-endowed engineering college in northeastern U. S. has opening for Ph.D. in physics at assistant professor level. Situated in a rural community in which are also located a fine liberal arts college and a state college of education. Offers strong undergraduate and M.S. programs in physics, and stimulating association with a capable departmental faculty of ten. Research in progress in solid state physics and optical spectroscopy. V 1483
- Physics: Assistant professor for a private liberal arts college in metropolitan area in Middle West for fall of 1960. Must have M.A. and be working for Ph.D. Send details of educational training and experience, also references. V 1483-1

Physics: Assistant professorship. Ph.D. preferable, but will consider experienced M.A. Undergraduate teaching. Research opportunities will expand with completion of new Science Centre. Salary open. Write Dr. Alfred Haussman, Chairman, Department of Physics, Hobart and William Smith Colleges, Geneva, New York.

Physics (American College for Girls, Istanbul, Turkey): Freshman and sophomore lectures and labs. M.S. and teaching experience required. Ph.D. preferred. Single woman or married man. Send résumé to Teacher Placement Secretary, Near East College Association, 40 Worth Street, New York 13, New York.

Production Management: Expected retirement of Chairman, Production Management Department, midwestern Catholic university, at end of 1959-60 year will make this position available. Ph.D. requisite. V 1484

Psychology: Assistant professor or instructor, man or woman, Ph.D. or near. Salary dependent on qualifications; experimental, physiological, and general teaching; possibility of permanence with advances in rank and salary; teaching experience preferred; February, 1960. V 1485

Psychology: Young person with Ph.D. in psychology, interested in general psychology, to teach introductory and advanced courses in undergraduate curriculum. Department offers undergraduate major and also serves large teacher training program. Women's college located in the highlands of Virginia. Associate professor at \$6200 for 10 months, plus 20 per cent additional for summer employment, which is available. V 1485-1

Radiochemist (Academic): Title: Senior Scientist. Salary range: \$8400-\$11,400 (next range to \$12,800); beginning salary depends on qualifications. Benefits: Hospitalization, life, major medical, disability insurance; retirement plan with TIAA-CREF; vacation; sick leave; etc. Requirements: Ph.D. in chemistry with training in radiochemistry. Broad background in other sciences. Two years' experience or more in teaching and research in radiochemistry or a related field. Experience with applications of radioisotopes in other fields very desirable. Position: Assigned to Special Training Division teaching radioisotope courses offered for scientists and others concerned with the use of radioisotopes in industry, medicine, research and other fields. Will serve as a key lecturer in radioisotope training program for small colleges using a mobile laboratory on small college campuses. Some travel required. Will assist in development and offering of summer institutes for science teachers and other special courses. Individual research is encouraged, using Institute facilities. Address inquiries regarding this position and send résumés to: William R. Ramsay, Head, Personnel Services Department, Oak Ridge Institute of Nuclear Studies, P.O. Box 117, Oak Ridge, Tennessee.

Radio-TV: West Coast state college seeks Radio-TV Director to help equip facilities and plan curriculum in new two million dollar physical plant for a rapidly expanding Speech-Drama Department. First year teaching assignment will include basic communications and/or freshman speech. Assistant professor with Ph.D. \$6060-\$6672 for nine months. V 1486

Registrar: Man or woman, for a private liberal arts college in a metropolitan area in the Middle West. Send details about educational training and experience, also references. V 1486-1

Science and Engineering: Opportunities at Robert College, Istanbul, Turkey for qualified men in engineering, mathematics, physics, and chemistry, interested in combining teaching, the development of limited research, and consulting activities with the opportunity to live and travel in a vital part of the world; strengthening staff, modernizing undergraduate engineering curricula, beginning graduate programs in engineering, developing undergraduate and later graduate programs in sciences, constructing new science and engineering building to prepare engineers for the industrial and technological development of Turkey and the Middle East. Challenging work with far-reaching possibilities. Address inquiries to Dean Howard P. Hall, School of Engineering, or Professor Frank Potts, Acting Dean, School of Sciences, Robert College, Bebek, Post Box 8, Istanbul, Turkey; with copy to the Near East College Association, 40 Worth Street, New York 13, New York.

Spanish: Small private college in Los Angeles area. Spanish teacher for all courses, ranging from elementary to advanced literature. Appointee should have native or near-native pronunciation, some knowledge of laboratory methods, and aural-oral approach. Appointment for M.A. in rank of instructor; Ph.D. as assistant or associate professor, depending on experience and publications. Salary range on A.A.U.P. scale: Instructors B, Professors D. Permanent appointment beginning in February, 1960. V 1487

Spanish: Liberal arts college for women in the Southeast. Preference will be given to candidates with Doctor's degree who could also teach either French or Russian or Italian. Academic rank and salary will depend on experience and educational background. V 1487-1

Speech: Gulf state college has vacancy in speech for young man with two or more years' successful teaching experience in both speech and English. Should be willing to teach three classes in freshman English if needed. Experience and educational background will govern salary and rank. V 1488

Student Personnel: Small junior college in Middle Atlantic Seaboard area desires to add a student personnel person in fall, 1960, or sooner. Master's degree in guidance or student personnel work, plus successful teaching experience. Salary, \$5000-\$8000, depending upon degree and experience. V 1489

Technical Theatre: West Coast state college seeks designer-technician as second person in technical theatre. Will design and supervise construction of major adult and children's theatre production in new \$2.5 million plant. Must be able to teach beginning speech or communication skills and introduction to the theatre. M.A. required. Rank and salary according to training and experience. \$5232-\$6672 for nine months. V 1490

Visiting Associateship in Education, Summer, 1960: Associate will deal with problems connected with development of professional examinations for teachers in science or general education. Basic stipend is \$800, plus transportation costs and additional allotments up to \$300 for dependents. Applications must be submitted by February 29, 1960; forms supplied by Mrs. W. Stanley Brown, Test Development, Division, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey.

The Territorial College of Guam, an accredited junior college, desires applications for the following positions: Coordinator of Student Personnel Services at \$5460-\$6240 per annum, depending on education and experience; assistant and associate professors of English and literature, business administration, social science, mathematics, and science. Beginning salary at \$5460-\$6240 per annum, depending on education and experience. Positions available June 1 or September 1, 1960. Candidates must be U. S. citizens and must sign two-year contracts. Transportation to and from Guam provided. Address inquiries, Air Mail, to Dr. Pedro C. Sanchez, Dean, Territorial College of Guam, P.O. Box 157, Agana, Guam.

Teachers Available

Accounting, Business Management, Economic History: Mature professor with many years' college teaching and business experience. Seek summer school position for 1960. Prefer mountain or wilderness area. A 7345

Administration: Man, 39, Ph.D. Presently employed in responsible executive position in major trade association; seek administrative opportunity in small college or university. Prefer academic administration with opportunity to teach one or two courses. Also prefer small liberal arts college in small town location, but will consider any opening. Have had 10 years of teaching experience in higher education, including 5 years as department head. Available immediately. A 7346

Administration: See Economics, Key No. A 7362.

Administration: See English-Administration, Key No. A 7383.

Administration: Man, 32, married, 2 children. Ed.D. 6 years' college teaching, 3 years' academic dean. Desire greater opportunity in administration. Member several professional and educational organizations. Available summer, 1960.

A 7347

Administration: See History, Key No. A 7395.

American History and American Studies: Man, 38, married. Ph.D. expected from an eastern university in 1960. Now administrator in adult education, prefer return to college or university teaching Sept., 1960. College teaching experience and publication. A 7348

American Literature, American Studies, Modern European Literature: Man, 36, family. Ph.D. 8 yrs.' exp. at excellent institutions. Publications: well-received book, essays in major journals; second book in first draft. Fellowships. Available September, 1960. A 7349

Anthropology and Sociology: Man, 37, single. Ph.D. Publications, field work. Experience includes 6 years' research (Ford, Danforth, etc.) and 4 years' full-time teaching. Honors include Phi Beta Kappa, fellowships. Member of A.S.S., Fellow of A.A.A.S. and A.A.A. Several specialties, including area studies. A 7350

Archaeologist of the Near East: Man, 45, single. Ph.D. Specialized in Egyptology. 19 years' university teaching in Egyptian hieroglyphs, Coptic, history, archaeology. Know Arabic, French, German, Italian. Numerous publications, excavations. Would head Department of Near Eastern Studies. Preferences: western coast or Florida, possibilities of good library, graduate studies, adequate salary. A 7351

Art: Man, 32, married. A.B., M.F.A., painting and drawing. Good background art history, graphic arts. Education experience also. Experienced in college teaching and administration. Study abroad, exhibited paintings, member various artist associations; member A.A.U.P. Prefer position West Coast area, western states. Avail. Sept., 1960. A 7352

Biologist, Zoologist: Man, 37, married. Ph.D. Broad training and varied subject experience. University and college teaching and research. College departmental head. Grant recipient. Seek permanent ranking teaching position, preferably with research opportunity. Available summer, 1960. A 7353

Biology, Administration: Now teaching biology at large midwest university; interested in general education and administration. Ph.D., 1950. Publications, professional organizations, present salary \$5900, 3 children. Will consider junior college or small liberal arts college. A 7354

Biology, Zoology: Man, 48, family. Ph.D., Cornell. 25 years' university teaching and research experience. Desire academic and geographic change; now associate professor in southern medical school. Broad qualifications with entomology and parasitology as special interests. A 7355

Business Administration and Industrial Relations: Man, 28. Ph.D. expected in 1960. Attended Cornell, Illinois, Glasgow. Several yrs. member of management development staff of large corporation. 4 yrs.' teaching, research, and conference leading experience. Several corporation publications. Primarily interested in teaching and research; would consider administrative post. Major fields: personnel admin., industrial relations, executive development, international business. Member: A.M.A., I.R.R.A., A.A.U.P., Assoc. for Educ. in International Bus.; trustee of research foundation. Prefer West Coast or northeastern urban areas. A 7356

Business Law, Land Utilization, and Land Planning: Attorney and real estate consultant with 20 years' experience in practice and teaching. Seek appointment as professor, preferably in California. Listed in *Who's Who in the West*. A 7357

Chemistry: Ph.D. 8 years' industrial experience; 11 years' junior college teaching. Present salary, \$8500. Wish opportunity for teaching and research. A 7358

Civil Engineering: See Engineering, Key No. A 7371.

Classics, Humanities: Man, 52, family, but mobile. Ph.D. and European degrees. Experienced college teacher: Latin, Greek (all levels), Class. Civil., also German; numerous publications; presently employed college N. Y. area. Desire position as Assoc. Prof., East Coast preferred. Could set up humanities curriculum, small college. Salary open: good position now, but greater scope required. A 7359

Comparative Literature: See German and Comparative Literature, Key No. A 7388.

Drama: Man, 50. 25 years' teaching experience, including chairmanship theater

- arts department eastern college, and 5 years in Latin America as lecturer on theater history and director of professional theater. Ph.D., Stanford University; work in TV and motion pictures; many articles and one book on the contemporary drama. Would prefer position on graduate level with emphasis on direction and history of the theater, but would consider association with an active theater arts department. A 7360
- Drama and Speech: Man, 31, married. M.A., Florida; Ph.D., State University of Iowa. Major interests: acting, directing, playwriting; minor interests: dramatic literature, speech fundamentals, public speaking. Publications; several original plays produced; now president of state speech teacher's association; director of university theater for past 3 years. Prefer East and Mid-west. Available summer, 1960. A 7361
- Economics: Man, 47, married. Ph.D. Specialties: economic theory, history of economic thought, business cycles and development, money and banking, international economics. 14 years' teaching experience; 5 years as department head. Other experience includes federal government, United Nations agency in Europe, private international agency, and university administration. Postgraduate study at the London School of Economics. Available September, 1960. A 7362
- Economics and Business (Industrial and Personnel Management, Labor Economics, Money and Banking, Principles of Economics, Intermediate Economic Theory, and Statistics): Man, 45, married, 2 children. A.B., M.A.; expect Ph.D., June, 1960. 11 years of successful college and university teaching experience in above fields. 9 years of personnel experience in industry and government. Especially interested in college or university teaching position. Prefer mid-west location. Available in fall, 1960. A 7363
- Economics (International Economic Development): Man, 45, married, family. M.A., M.R.P., Ph.D., Cornell. 10 years of work with international and agricultural organizations. Desire teaching or research position. Available spring, 1960. A 7364
- Economic Principles, Labor Economics, Managerial Economics, Personnel Management, Corporate Finance, Public Finance, Statistics: Man, 34. Ph.D. 4 years of college teaching experience; 2 years of research experience. Desire new teaching and/or administrative position. Available in fall, 1960. A 7365
- Economist: Man, 42. Ph.D. Available for visiting appointment January or February, 1960. Money and banking, public finance, macro-economic theory, price theory, economic development. Extensive experience with the teaching of elementary economics and also with the direction of graduate students in two colleges. Publications. Research experience under Rockefeller and Ford Foundations grants. A 7366
- Education: Man, 35, married. M.A., history; Ed.D. expected February, 1960, N.Y.U. Specialty: safety education. 8 years' teaching in public and private high schools, adult education and college. Desire teaching position in safety education and/or history. Available February, 1960. A 7367
- Education: Man, 39, married, children. A.B., education, Univ. of Georgia; Ph.D., social sciences (education minor), Univ. of Minnesota. Fields: secondary education, student teaching, social foundations, and especially teaching of social studies. Experience: 5 years' secondary school, 11 years' state and private universities. Associate professor. Various publications, other professional activities. Available mid-year 1959-60 or summer, 1960. A 7368
- Education: Man, 38, married. B.A. in speech; M.F.A. in drama; Ed.D. in elementary education. Experience: 4 years' speech therapy and 1 year classroom in public schools; 3 years' college, supervision of student-teachers and teaching methods and general courses. Serve on thesis committees. Sponsor to student group. Member A.A.U.P., Kappa Delta Pi, Phi Delta Kappa, and State Teachers Association. Desire position in elementary education and supervision of student-teachers. Prefer middle U. S. Available July, 1960. A 7368-1
- Education, Language Arts, English and American Literature: Man, 38, married, 3 children. Ph.D., English, California. Teaching experience: 8 years at 2 major universities, including graduate/upper-division level literature and education courses (Chaucer, Shakespeare, the teaching of high-school English, literature for adolescents); 2 years at a nationally known high school, including advanced

- placement courses, curriculum experimentation with slow learners, supervision of student teachers. Seek responsible position in English education and language arts, preferably at an institution with a laboratory school, and offering a degree of M.S. or of M.A. in teaching. Available September, 1960. A 7369
- Engineering (general): M.E., Stevens; last 6 years asst. prof. in university technical institute program in mechanical design. Have taught drawing, mechanics, elementary math, electricity. Industrial experience 20 years, broad interests. M.A., education, Columbia. 3 years' secondary school work. Seek technical or junior college post in congenial surroundings. A 7370
- Engineering: Man, 45, family. Ph.D. Registered engineer; professor of civil engineering; rich background of office, field, research, college, university, and administrative experience. Invite correspondence regarding post as dean or department chairman. A 7371
- Engineering: Professor, Doctor's degree, married, graduate and undergraduate teaching experience. Invite correspondence re chairmanship of Civil Engineering Department or Director of Engineering Research. Publications A 7372
- Engineering Drawing: See Industrial Arts, Key No. A 7405.
- Engineering Mechanics: Professor, retiring in June, 1960. A.B., Harvard; B.S., M.I.T.; Ph.D., Univ. of Ill. Undergraduate and graduate teaching experience, 21 years of technical experience with federal government in Washington. Publications. Would like editorial or teaching position in or near large city, preferably in Washington-Baltimore-Philadelphia area or in the East. Wm. R. Osgood, R.P.I., Troy, N. Y.
- English: Man, veteran, married. M.A., plus 2 years' graduate work, leading eastern university. European travel. 23 years' experience: 4 years' high school, 4 years' small liberal arts college, and now in 15th year in land-grant college. Associate professor. Thoroughly experienced with courses in English composition, expository writing, advanced composition, literary survey, Victorian literature, drama, and public speaking. Desire summer work, 1960. A 7373
- English: Man, 33, married, 3 children. B.A., M.A., Ph.D., state universities. 10 years of varied university teaching experience, including graduate classes. Currently assistant professor in large private institution, teaching 19th century survey courses and Victorian literature. Major fields of interest: 19th century English literature (especially Victorian period); novel; drama. Research: Research fellowship to England; co-editor one book; articles and critical biography in preparation. Available for interviews during MLA meetings, December, 1959. Available for new post, September, 1960. A 7374
- English: Woman, 43, single. Ph.D., Yale. 17 years' college teaching most courses in English literature and composition. Special interests: mediaeval, 17th century, verse-writing, and freshman composition. Scholarly and creative publication. At present professor on tenure. Location and salary open. Liberal arts college. Available September, 1960 or 1961. A 7375
- English: Man, 37, married, 3 children. M.A., Ph.D., Indiana University. Major: English literature of the Romantic period; minor: comparative literature. Publication: 4 articles, one book in preparation. 8 years of college and university teaching on the undergraduate and graduate levels. Desire a position at an institution with or near a good research library. Fulbright scholar to Great Britain, 1951-52. Any location suitable except the South. A 7376
- English: Woman, 45, single. B.S. Ed. (Honors in English), M.A., Ph.D. Major field: 19th century English literature. 14 years of college and university teaching. Desire position in or near metropolis of East, Middle West, or West. Available September, 1960. A 7377
- English: Man, 43, married. Ph.D. PBK. American literature, novel, and short story special fields of interest. Publications, including one book, on Hawthorne, Melville, Thoreau, Poe, Faulkner, Hemingway, Crane, James, Conrad, and other figures. Willing to give up established position with tenure for challenging opportunity in a good liberal arts college or state university. A 7378
- English: Man, 34, married, 2 children. Ph.D., Yale. 9 years' college teaching, mostly in humanities program of well-known institute of technology. Experience includes designing advanced courses in literature, directing freshman composition course, consulting on communications in industry and government. Publications.

- Desire position in a liberal arts program—in either university or liberal arts college—which encourages research. Special fields: literary criticism, 20th-century English and American literature, fiction, the English novel. Available September, 1960. A 7379
- English: Woman, 34, single. College teaching all levels, including graduate, 12 years; administrative, 1 yr. Specialties: mediaeval; comparative, linguistics; work also in Renaissance, modern literature, humanities, creative writing. Phi Beta Kappa, M.L.A., Med. Acad., etc. Fellowships: Yale and Ohio State. Available summer or fall, 1960, for teaching or library research position. A 7380
- English, Comparative Literature: Woman, Ph.D. major midwestern university. Experienced undergraduate and graduate teaching. Publications. Available summer school and September, 1960. A 7381
- English (Old and Middle English, Chaucer, History of the English Language): 18 years' undergraduate teaching. 16 years in the graduate school of one of the top-ranking universities of the nation. 1 book, and 160 articles in various learned journals. Seek fill-in position for 1960, also summer position 1960. Retired, age 69. A 7382
- English-Administration: 17th century research scholar, department head, college dean, foundation executive. Age, 56. Desire position N. E. or N. Central university or college. Available immediately until September, 1960. A 7383
- English and Journalism: Man, 43, married, 3 children. Ed.D., Oklahoma State University. 14 years' college and university teaching experience in freshman English and beginning and advanced journalism, feature writing. Publications: state educational journals, monographs in magazine production and public relations. Correspondent for small daily and metropolitan newspapers. Head journalism department in one college 9 years, chairman of division 1 year. Listed in *Who's Who in American Education*. At present assistant professor in mid-West college. Location and salary open. Available any time in 1960. A 7384
- French, English: Man, 26, married. B.A. *cum laude*, 1958. Teaching assistant in U. S., 1958-59; present Fulbright grantee to France for 1959-60. Master's thesis in preparation. Eager to begin teaching career in small college or university. Available September, 1960. A 7384-1
- French Language and Literature: Man, 41. B.S., M.A., Ph.D. in French. 14 years of teaching experience. Wide and varied experience in the use of the direct, laboratory method of teaching foreign languages. Specialized fields in literature, 19th century and the late Middle Ages. Travel and study abroad; held 2 grants for specialized study. Membership in Modern Language National Honorary Society. Wish institution where humanities are strong. Available January, 1960. A 7385
- French and German: Man, 37, family. Master's degree, 9 years' teaching experience, some work on doctorate. Graduate study and travel abroad. Available June, 1960. A 7386
- French and/or Secondary Education (Methods of teaching French in secondary schools, supervision of student teachers): Man, 34, married. B.S., 1949; M.A., 1951; Ph.D. near completion. Study abroad: École Supérieure de Préparation et de Perfectionnement des Professeurs de Français à l'Étranger (Paris); Diploma with Mention Très Honorable; Fulbright. Current John Hay Whitney Fellow at École Normale Supérieure, Paris, to complete Ph.D. dissertation. Experience: 5 years' college teaching; successful intercollegiate debate coach; 4 years' secondary school teaching; 1 year secondary school administration. Some publication; good recommendations. *Who's Who in Methodism*, 1950; member A.A.T.F., A.A.U.P. Available beginning summer, 1960. Harry B. Dunbar, 51 Rue de la Sablière, Bécon-les-Bruyères (Seine), France.
- French and Spanish: Man, 52, married. American citizen. European education; Ph.D., Harvard. 21 years' teaching experience at all levels of undergraduate and graduate French courses, and elementary and intermediate Spanish. Co-author of French conversation text. Special fields: French 18th cent. literature and 20th cent. French novel. Administrative experience as chairman large language department (35 members), and as director of summer school (8 years) in Central America. Present rank professor. Desire position at strong liberal arts college

or university with reasonable salary and research facilities. Not necessarily at full professorial rank. Available fall, 1960. A 7387

German and Comparative Literature: Man, 46, family. Ph.D. Currently associate professor with tenure at midwestern university. Guggenheim Fellow. Active in M.L.A., former discussion group chairman. One scholarly book published, another in progress. 13 scholarly articles published or accepted, numerous reviews. Scholarly specialty, German and comparative literature of Romantic and pre-Romantic periods. 16 years' teaching experience in German language and literature, including scientific and Ph.D. reading courses, 18th and 19th century literature, history of German culture; as well as in comparative literature of Romantic period and masterpieces of world literature. Desire full professorship, without chairmanship, on Pacific or northern Atlantic Coast beginning fall of 1960 or 1961. A 7388

Government/International Relations: See History/Government, Key No. A 7401.

Health and Physical Education: Man, 41, married. Ed.D. 13 years of teacher training, 1 year as department head. Desire position as department head or associate. Excellent references: *Who's Who in Mid-West*, *Who's Who in American Education*. Available June or September, 1960. A 7389

History: Man, 38, married. Ph.D. 8 years' university teaching. Publications: one book, second accepted, many articles and reviews. Specialty: Russia and East Europe. Teaching fields also include Far East, diplomatic history, and standard courses on modern Europe. Prefer East or Midwest. Available June or September, 1960. A 7390

History: Man, married, children grown. Ph.D. Primary interest in teaching, 27 years in colleges. Both U. S. and European survey courses; recent U. S., U. S. diplomacy; some teaching of political science. Available Sept., 1960. A 7391

History: Man, 43, married. Ph.D., Columbia University. Major fields: British history, commonwealth and empire, Chinese or Far Eastern history; extensive experience teaching history of western civilization. 9 years' college teaching, 2 years' research on Far Eastern affairs for U. S. government. Residence and research in Britain. Now associate professor with tenure at an eastern liberal arts college. Publications. Desire position in a college or university with ample library facilities or within commuting distance thereof. Available September, 1960. A 7392

History: Man, 34, single, W.W. II veteran, good health. B.A. *cum laude*, M.A., Montana State University; Ph.D., Univ. of Washington in spring, 1960. Available 1960-61 term. Fields: American—colonial (area of thesis), westward movement; European—Mediaeval—Renaissance, English history. Minor: American literature. Also interested in: 17th and 18th centuries, American intellectual and social history, Civil War and Reconstruction, 20th century America. Experience: 3 years' high-school teacher; 2 years' teaching assistant, Univ. of Washington. Preferences: West, Midwest, East; liberal arts college, state or private university with good library. Consider teaching most important task with research and writing as necessary means to improve teaching and to express critical and creative abilities. Credentials available. A 7393

History: Man, 30, married. Working on Ph.D. at Minnesota. 4 years' experience teaching in Midwest liberal arts college. Desire opportunity to teach specialties: 20th century Europe, Second World War, modern military history and problems, and modern Germany. Available June, 1960. A 7394

History: Man late 40's, family. Ph.D., leading eastern university. Field: American history, particularly 20th century. Over 20 years' experience teaching American and European history, constructing and administering coordinated social science courses, other administrative experience. Publications and activity in professional organizations. Hold professorship with tenure, but interested in new opportunities in teaching or combined teaching and administration, preferably in eastern U. S. A 7395

History: Man, 29, married. A.M., Ph.D., University of Chicago. Major Fields: American, English, recent diplomatic history. 2 years' college teaching with good success. 2 articles published, others completed; 1 book review in important journal. Danforth Fellow. Air Force Reserve Captain (inactive). Now assistant professor in mid-western college. Prefer superior liberal arts college with emphasis

- on teaching, but opportunity for research. Will consider other type institutions. Available September, 1960. A 7396
- History: Man, 38, married, 2 children. European history (esp. diplomatic and French); A.B., Haverford; A.M., Ph.D., Pennsylvania; professor. Desire position in a leading college. Completing second book; periodicals ed.; other publications; Fulbright res. prof. (Vienna). Linguist, wide travel and experience. A 7397
- History: Man, 42. Ph.D. in modern European history. 8 years of teaching experience. Publications. Seek promising position to teach, do research, and continue writing. A 7398
- History and/or Church History: Man, 37, married, Protestant. B.D., M.A., Vanderbilt; Ph.D., Duke. Steady teaching positions; research aptitude; articles published in reputable journals; book manuscript completed; have taught a variety of undergraduate history courses, also some experience teaching graduate courses; references available. Prefer liberal arts school with research opportunities but would consider other type institutions. Available June, 1960. A 7399
- History-French (History, major; French and German, minors): Man, 46, married. A.B., A.M., S.T.L. Graduate 2 European universities; work toward doctorate done in this country. 10 years' experience N. Y. State reform schools; 9 years' prep and high schools; 6 years' college work. Have worked as disciplinarian, Dean of Men. Active in dramatics and speech. Will consider any reasonable offer. Available immediately. A 7400
- History/Government: A.M., Yale; Ph.D., Chicago, international relations, area specialization in the Near East and South Asia. 2 years' teaching experience; several publications; extensive travel Asia and Europe. Languages, Persian, Arabic, Hindi and Urdu. Available June, 1960. A 7401
- History and/or Political Science: Man, single, 29. A.B., history; A.M., political science; Ph.D. dissertation nearing completion. Phi Beta Kappa, Phi Kappa Phi. Major fields: American, modern European, and English history; American government; political theory. 3 years' teaching experience in both history and political science at state university and private liberal arts college. Present rank: assistant professor. Seek position at liberal arts college or university with serious student body, good library, preferably in small or medium sized city. Minimum salary considered: \$5500 for 9 months. Available fall, 1960. A 7402
- History, Political Science, English: Man 26, single. Graduate of Westtown Friends School; B.A., political science and English, Pennsylvania State University; LL.B., Dickinson School of Law. Experience in a law office and teaching in a high school. Desire to teach (or assist in teaching) history, political science, or English (or related courses). A 7403
- History and Social Science: Man, 40, married, 2 children. Ph.D., Columbia. 13 yrs.' experience grad. and undergrad. teaching European history in major eastern private univ., private liberal arts coll. and eastern state univ. 2 books, several collaborations, translations, articles; third book nearly done. 2 years' European study. Co-editor and co-author of widely used social science education readings and texts. Experience as social science divisional chairman. Seek responsible senior post in private institution with adequate research facilities, preferably eastern, with graduate students; will consider administrative post. A 7404
- Industrial Arts: Man, 32, married, 4 children, Protestant. B.S. in Ed. and M.Ed. in ind. arts, science, and admin. Teaching: 6 yrs.' public schools, 4 yrs.' technical institute. Presently lecturer in mech. design tech. in an eastern university. Numerous articles published. Iota Lambda Sigma. Exp. in mech. and arch. fields. Prefer to teach drafting. Any location. A 7405
- Management: See Economics and Business, Key No. A 7363.
- Mathematics: Man, 30. M.A. English minor. Ph.D. course work completed. 3 years' college teaching. Prefer progressive college and/or West Coast. A 7406
- Mathematics, English Literature, Philosophy: M.A. of the University of Oxford, England. 22 years' successful experience in both undergraduate and graduate teaching in England and in U.S.A. Desire appointments for academic year 1959-60 and summer, 1960. A 7407

- Modern Languages: Man, married, 2 children. Ph.D., Canadian university. 15 years' experience in major universities. Special field: Spanish language and literature. At present associate professor in large state institution, but desire broader opportunities. Academic background includes a thorough knowledge of German and Italian in addition to Spanish, also 5 years each of high-school French and Latin. Extensive European travel and residence. Fluent in Spanish and German conversation. Interested in developing or extending a program in a state school where the training of students for foreign languages in the elementary schools is of interest and importance. A 7408
- Modern Languages—French: Man, 29, married. B.A., Beloit; M.A., U. of Wis.; Ph.D. expected in 1961. Major field: 16th century; minor, Spanish. More than 4 years' teaching experience at U. of Wis. 3 years' residence in France. French wife. Speak French at home (no accent). Prefer East or West Coast. A 7409
- Music: Woman, 62, recently retired from college administrative position. B.S., M.A. Music theory, history and literature; music education; secondary piano; organ; choir. Any position relating to above preparation and/or experience considered. Professional record and recommendations available from prominent eastern music school. A 7410
- Music: Man, 30, veteran, married, 1 child. B.A., theory; M.M., applied music, New England Conservatory; Ph.D. to be completed in Jan., 1960, musicology, Boston University. 6 years' experience in preparatory school, Jr. and Sr. college. Courses taught include: history and literature of music, appreciation, theory, music ed., orchestra, band, instrumental music (winds). A.M.S., Pi Kappa Lambda, A.A.U.P. Prefer music history and literature, but will consider others. Available immediately or in Sept., 1960. A 7411
- Music: Man, 44, married. Dr. of Fine Arts, Chicago Musical College, musicologist, pianist. 12 years' college teaching: piano, music history, music theory, etc. Fluent German, French. Excellent references. Available fall, 1960. A 7412
- Music (particularly piano): Woman. Graduate of a German conservatory; experience as a teacher, accompanist, in radio performances; highest recommendations. Available on short notice. A 7412-1
- Philosophy of Religion: Man, 30, married. A.B., B.D., Ph.D. from America and abroad. Second year of college teaching. Member of A.A.U.P., N.A.B.I., and other professional organizations. Available September, 1960. A 7413
- Physics: Man, 39, married. M.S., Bombay, India. 9 years' undergraduate teaching. Last 4 years (and now employed) in a large accredited state college in U.S.A. Member A.I.P., A.A.U.P. Desire position in Canada. A 7414
- Physics: Ph.D. Prof. in large university; interested in liberal education of science majors and non-science majors; wish to teach physics in liberal arts or university. Age 42. A 7415
- Political Science: Man, 30, single. Ph.D. requirements completed except dissertation; award expected by 1961. 5 years' teaching experience. Field: international relations, law, and organization; American government; comparative government. Available June, 1960. A 7416
- Political Science: Man, married, 3 children. B.A., M.A., LL.B., Ph.D. in international relations. 7 years' teaching experience, plus business and legal. Fields: international politics, international organization, international law, American and comparative government, civil liberties. Veteran. Widely traveled. Available September, 1960. A 7417
- Political Science: Man, 41. Ph.D., political science. University teacher in India. 17 years' experience teaching and research; published work. Areas of special interest: Indian constitution, governments, public administration. Proficient in the English language. Seek a teaching or research position in a college or university in the U.S.A. Have recently lived in the U.S.A. A 7418
- Political Science: Man, Ph.D. in pol. sc. 13 years' teaching experience. Fields: Amer. govt., intern. relations, intern. organization, hist. of Russia, polit. theories. Widely traveled. Speak 5 foreign languages. Available Sept., 1960. A 7419
- Political Science: See History and/or Political Science, Key No. A 7402.
- Political Science, Far East Area: Man, 39. Ph.D., Columbia 1952. 8 years of university teaching experience. Far Eastern politics and history, European government, Russian politics, American government, diplomatic history. Articles

- published in English and Japanese on Japanese politics. Knowledge of French and Japanese languages. Book in preparation. 5 years' residence in Europe; 3 years in Far East. Desire appointment with better opportunities to continue research. Available fall, 1960. A 7420
- Russian and German : Man, 45. Ph.D. candidate; B.A. in Germany; M.A. in Slavic language and literature. 5 years' college education in Europe; 4 years' teaching praxis in Europe, 3 years in U.S.A. Fluency in both languages. Desire teaching position on college level. A 7421
- Social Science and History: See History and Social Science, Key No. A 7404.
- Spanish: Man, 34, married, 2 children. B.A., M.A., Washington University (St. Louis); additional graduate work, National University of Mexico, Tulane, Columbia. In 5th year of college teaching, assistant professor. A.A.U.P., A.A.T.S.P., S-C.M.L.A., Hispanic Institute in the U.S., Sigma Delta Pi. Publications in U. S. and abroad. Special interests, the picaresque novel, literature of the Mexican Revolution. Desire position in college or university strong in liberal arts, opportunity for research, urban environment. Available after January, 1960. A 7422
- Spanish, French, History: Woman, 34, single. Ph.D., Madrid and Ph.D. (history), United States. 11 years' teaching experience. 2 books published, 60 articles in field. 2 books ready for publication. Listed in *Who's Who of American Women; Directory American Scholars*. Available September, 1960. A 7422-1
- Television: Man, 35, married, 2 children. M.A., education; B.A., philosophy. 9 years' educational-commercial TV experience as program director, art and film director. Credentials available. Great Lakes region, New England, Mid-west areas preferred. Desire manager or program director position in open or closed-circuit ETV. Salary open. A 7423
- Textiles: Man, 43, married, family. B.S. and M.S. in textile engineering. 19 years' combined industrial teaching and administrative experience. Desire to return for permanent post in teaching or combination administration or research. Widely traveled in three continents. A 7424

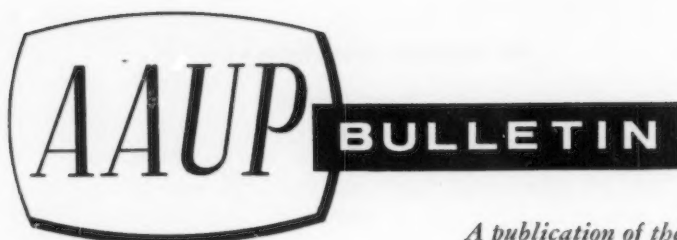
Committee Quotations Worth Repeating

Since scholars and teachers are vitally concerned that they be free to do their work and since they are properly suspicious of any effort from without their guild to limit or direct their activities in fields to which they have devoted themselves, it behooves them to be careful not to make more difficult than need be the task of those whose cooperation is needed if academic freedom is to be preserved. One point of difficulty may arise when the scholar himself, for the moment, turns dogmatist. It makes little difference whether the subject be in the field of his specialty or in one on which he is less competent to speak. An investigator may honestly believe that he has discerned a truth which it is imperatively important to make prevail. Therefore, he may turn partisan and become a zealot in his effort to win immediate converts to his cause.

From "Academic Freedom and Tenure—Report of Committee A," *Bulletin*, February, 1939, p. 40.

There should be a recognized mode of procedure for the joint determination, by trustees and faculties, of what is included in the term *educational policies*. It is difficult to frame in advance a completely inclusive definition of this term. Clearly, educational policies include the following: standards for admission and for degrees; determination of the proper ratio between numbers of students, of courses and of instructors, respectively; numbers of teaching hours; the establishment of new chairs and departments of instruction, of new curricula and courses; the organization of new administrative units; the promotion of research; provision for publication; the abolition of any established form of educational or research activity; the distribution of income between material equipment and personnel. In case of doubt or dispute as to whether a given matter is a question of educational policy, the matter should be decided by conference between trustees and faculty representatives and only after opportunity has been given for the faculty to consider and decide its views upon the matter.

From "Report of Committee T on Place and Function of Faculties in University Government and Administration," *Bulletin*, March, 1920, p. 27.



A publication of the

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

Winter Issue

VOLUME 45 NUMBER 4 DECEMBER 1959

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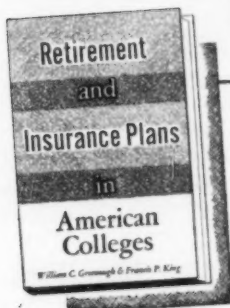
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Announcements and Reminders

Annual Meeting

The Association's Forty-sixth Annual Meeting will be held in Detroit, Michigan, at the Statler Hilton Hotel, April 8-9, 1960.

New Bulletin Department

To provide a long-needed forum, this issue introduces a new department: *Letters*. Comments of readers on this innovation will be appreciated.

THE ALEXANDER MEIKLEJOHN AWARD

Members and chapters are reminded that the Association will present the Alexander Meiklejohn Award, at its Annual Meeting, to an administrative officer or trustee (or Board of Trustees as a group) who has made an outstanding contribution to academic freedom, preferably during the past year. Recommendations for candidates to receive the award should be sent to the Washington Office promptly.

Change in Constitution

Members and chapters are reminded of the constitutional amendments adopted by the Forty-fifth Annual Meeting. In the past, eligible persons have attained membership in the Association by a system of nomination and election. As a result of the recent amendments, they may now become members merely by submitting their applications. Application blanks may be obtained from the Washington Office.

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mathematical laws of probability have helped establish the insurance business, enable scientists to predict the molecular behavior of gases, forecast the results of cross-breeding plants or animals, analyze the value of a new serum. The mathematical insight that made all this possible is now being applied to weather forecasting, psychological testing and public opinion research. Probability has become a science that calculates in advance the chances of success of an untold number of events for man's benefit.

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*For example, the third line from the tip of the triangle tells us there are four different ways two coins can land: the chance of both falling heads up is 1 in 4; of one head and one tail 2 in 4; and of two tails, 1 in 4.

